

# THE BUSINESS EDUCATION WORLD



UNITED STATES DEPARTMENT OF COMMERCE BUILDING  
A MONUMENT TO BUSINESS  
VOL. XVI • OCTOBER 1935 • NO. 2



# "NEW ROYAL SPEEDS STUDENT TRAINING!"



School executives sum it up this way . . .

"WITH TOUCH CONTROL—each student adapts the New Easy-Writing Royal to individual finger pressure—does this *instantly*! And as easily as you dial a station on your radio! Because the typewriter "feels" right—is scientifically balanced to the student's own typing touch—even the veriest beginner immediately "feels at home"! Instruction, therefore, is more rapid—students complete their courses more quickly—and at a lower cost! In addition, Royal's inbuilt perfection of design and construction ensures trouble-free, low-cost operation. No wonder more and more schools are specifying the New Easy-Writing Royal!

ROYAL TYPEWRITER CO., INC.  
2 Park Avenue, New York City  
*Branches and Agencies the World Over*



TRAIN YOUR STUDENTS on a typewriter they will use in business! Month by month, Royal sales in the U. S. for 1935 exceed those for last year. And 1934 was by far the Greatest Year in Royal's Entire History!

NEW EASY-WRITING

**ROYAL**

TYPEWRITER

# The BUSINESS EDUCATION WORLD

Successor to The American Shorthand Teacher

JOHN ROBERT GREGG, Editor

CLYDE INSLEY BLANCHARD  
Managing Editor

GUY S. FRY  
Business Manager

270 Madison Avenue, New York, New York

Vol. XVI

October, 1935

No. 2

## CONTENTS

Business Education in Alaska	<i>Hazel Slate Quinlan</i>	99
The Story of Shorthand, Chapter XII (Continued)	<i>John Robert Gregg</i>	104
B. E. W. Prize Essays	<i>Ruth Frances Hiatt, Perle Marie Parvis, Arthur G. Skeeles, E. G. Knepper</i>	107
Criticism, Suggestion and Advice	<i>Editor, Charles E. Bellatty</i>	115
Business Letter Contest	<i>Editor, L. E. Frailey</i>	119
Propaganda in Our Schools	<i>Kenneth B. Haas</i>	122
Lesson Planning in Typing	<i>Harold H. Smith</i>	125
Effective Pupil Guidance	<i>E. P. Barnes</i>	131
The Intangible Values	<i>Pauline Shelley Talmage</i>	135
The Idea Exchange	<i>Editor, Harriet P. Banker</i>	138
Teaching Transcribing Skill	<i>Wallace W. Renshaw</i>	141
Monuments to Business, No. 2, The United States Department of Commerce	<i>Robert Newcomb</i>	146
How I Teach Gregg Shorthand, Lesson VI	<i>Louis A. Leslie</i>	150
Youth of Foreign Lands (Continued)	<i>Edward J. McNamara</i>	157
On the Other Side of the Fence (Concluded)	<i>Dumont Beerbower</i>	161
Typing Mastery Drills	<i>Harold J. Jones</i>	164
Commercial Student Clubs	<i>Editor, Dora H. Pitts</i>	166
Supplementary Materials (Continued)	<i>S. Joseph DeBrum</i>	168
Direct Method of Teaching Gregg Shorthand (Continued)	<i>Ann Brewington</i>	170
Professional Reading	<i>Jessie Graham</i>	175
Office Supplies and Equipment News	<i>Archibald Alan Bowle</i>	179
Teaching Business Mathematics	<i>R. Robert Rosenberg</i>	181
Directory of Commercial Education Associations (Continued)		183
Key to October Gregg Writer Shorthand Plates		187

THE BUSINESS EDUCATION WORLD is published monthly (except July and August) by The Gregg Publishing Company, John Robert Gregg, President; Rupert P. SoRelle, Vice President; Guy S. Fry, Secretary-Treasurer; Hubert A. Hagar, General Manager, 270 Madison Avenue, New York, New York; Boston Office, Statler Building, Boston, Massachusetts; Chicago Office, 2500 Prairie Avenue, Chicago, Illinois; San Francisco Office, Phelan Building, San Francisco, California; Canadian Office, 57 Bloor Street, West, Toronto, Ont., Canada; European Office, The Gregg Publishing Company, Ltd., Gregg House, 51 Russell Square, London, W. C. 1, England; Australian Office, The Gregg Publishing Company (Aust.), Remington House, Liverpool Street, Sydney, New South Wales; Agency for India and Farther India, Progressive Corporation, Ltd., Bombay. Printed in the U. S. A.

Subscription rates: One dollar a year; ten cents a copy—subject to current postage and customs charges when mailed to countries to which the United States domestic postage rate does not apply.

Copyright, 1935, by The Gregg Publishing Company



## ARE YOUR STUDENTS GETTING ONLY PART OF THE PICTURE?

In today's fierce competition, the stenographer-typist, or other office worker, finds greatest security in a well-rounded development. That's why so many of the best schools have added Mimeographing to the regular curriculum. The process is simple; the work is interesting; competent operators are trained in a surprisingly short time. A logical course, because, in modern office practice, Mimeographing is so closely related to typing. Surely you will agree that under present conditions any student is better equipped when given this added training. We are prepared to supply, without cost or obligation, practical assistance in teaching the Mimeograph Process. The outline of instruction has been prepared by our School Department, directed by educators of long experience in actual classroom work. Why not send for it today? Address your inquiry to A. B. Dick Company, Chicago.

*Free offer of coöperation.* If you are ready to consider the inclusion of Mimeographing in your curriculum, we shall be glad to send you, at no cost, our outline of expert instruction. Address School Department, A. B. Dick Company, Chicago.

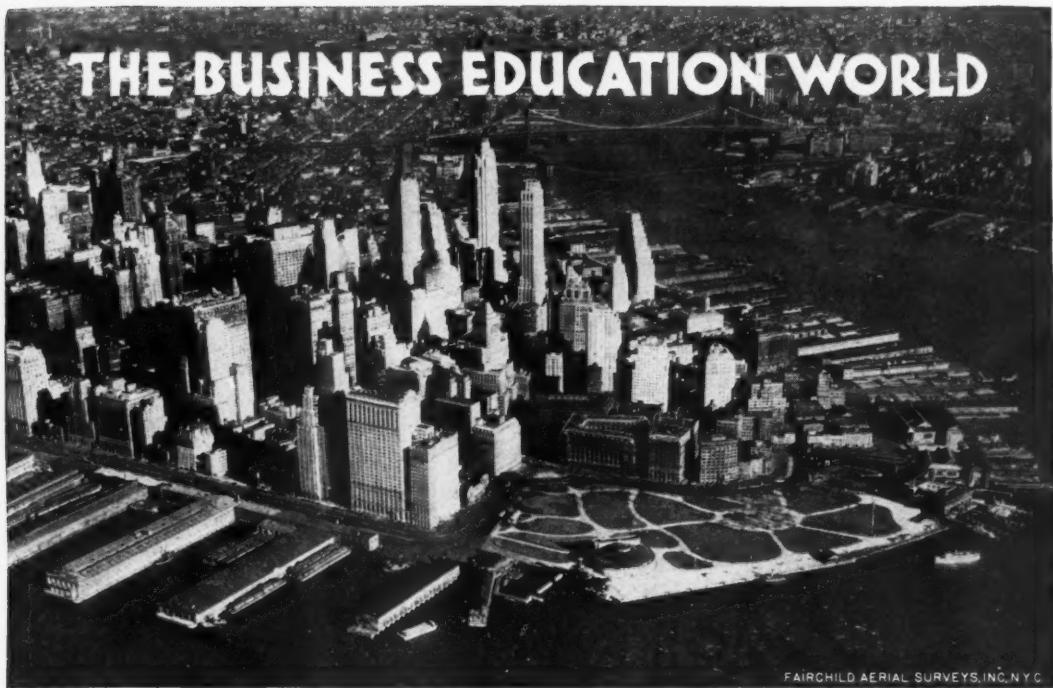
# M I M E O G R A P H



*When inquiring about the Mimeograph please mention the Business Education World.*



# THE BUSINESS EDUCATION WORLD



Vol. XVI

OCTOBER, 1935

No. 2

## BUSINESS EDUCATION IN ALASKA

**Commercial training is efficient there  
and students are keeping admirable pace  
with their American sisters and brothers**

• HAZEL SLATE QUINLAN

Cordova, Alaska

MARY LEE DAVIS has aptly christened Alaska "Uncle Sam's Attic." If one is inclined to think of an attic as a place where relics of the past and superfluous "trash" abound, however, he must be prepared to change his opinion immediately and forthwith so far as Uncle Sam's attic and educational ideas are concerned; for the young Alaskans, reared in an environment of natural bigness and freedom, are as keen-minded and teachable as the most alert of the young Americans who live in the United States proper, and Alaska is doing her utmost to keep pace with the

best and most recent in education in order that her young people may have an equal chance in life.

To appreciate the school situation in Alaska, some understanding of the background is necessary to the average American, for whom the name conjures up queer visions of snow, ice, and Eskimos rather than of enterprising American citizens, like himself, who just happen to live further north. Overcrowded cities we have none; but it is not unusual to find a little town that is a metropolis in miniature, of necessity a good deal more sufficient unto itself than the average small town. Here one does not step

into his car and drive to the next town if his wants cannot be satisfied in his own, for the next town may be, and very often is, several hundred miles distant—and perhaps accessible only by air or water.

### A Variety of Conditions

In this great territory of 600,000 square miles, the population, according to the Fifteenth Census, October 1, 1929, was 59,278, or slightly more than one-tenth of one a square mile. Different parts of the territory show marked contrasts in climate and physical features; communities are widely separated; and conditions vary from the extreme pioneer to the most modern. Schools are comparatively small, yet they strive to maintain high standards so that their students can compete with other young Alaskans and with "Outside" youngsters.

On the whole, the school system of Alaska is progressive and efficient. High schools, which come under the classification of public schools, or schools for white children, are under the direction of the Territorial Department of Education at Juneau, head-



HAZEL S. QUINLAN

ed by the Commissioner of Education, Anthony E. Karnes at the present time. The curriculum presented is standardized and is similar to that of the same type of schools in the United States. All teachers are required to hold Alaska teachers' certificates, which are issued by the Commissioner at the time of their obtaining employment. At the meeting of the Territorial Board of Education at Juneau last spring, the regulations concerning the certification of high school teachers were revised in accordance with the requirements of the Northwest Association of Secondary and Higher Schools. The problem of selecting teachers is no small one, as each year brings hundreds of applications to practically every public school.

According to the report of the Commis-

sioner of Education, 981 students attended high school in Alaska during the year 1931-1932. Though the territory boasts only 14 regularly organized four-year high schools, eight of these are now accredited with the Northwest Association of Secondary and Higher Schools.

We Alaska teachers do not have the opportunity of meeting in convention to talk over our problems and plan together, for there is always that barrier of distance. At Cordova, for example, our nearest high school neighbor up the coast is Valdez, 87 miles distant, while our nearest down the coast is Juneau, 566 miles distant. Although we have access to the interior by railroad for some 200 miles, there is not a high school in that direction. Our main contact with other Alaska high school teachers is on the boat going to or coming from the States. There is a more or less transient element in the population of Alaska, however, so we frequently have students entering from other schools during the year, which gives us an opportunity for comparing results.

One of the biggest lessons the Alaska teacher has to learn is to teach a handful of students as painstakingly and as thoroughly as she would a class of 35 or 40, for high

#### OFFICE OF COMMISSIONER OF EDUCATION TERRITORY OF ALASKA JUNEAU, ALASKA

The Business Education World  
270 Madison Avenue  
New York City

Gentlemen:

In connection with Mrs. Hazel Slate Quinlan's article for your magazine, I wish to state that the commercial departments of the various high schools in Alaska are a real asset to the towns in which they are located.

There is not a town in which commercial education is emphasized but that the students who have graduated from such courses are holding responsible positions.

It is a pleasure to know that these departments are functioning and taking care of the needs of the various communities.

Very truly yours,

ANTHONY E. KARNES

standards must be maintained. All the advantages possible with a limited number of teachers are given the students, some of whom are widely traveled, while others have never seen a town other than their own.



ANTHONY E. KARNES

Through the *Alaska School Bulletin*, published monthly and widely distributed throughout the territory by the office of the Commissioner of Education, we are, to some extent, kept in touch with the Territorial Department of Education and with other Alaska schools. In planning our courses, we are guided by the Alaska High School Manual; beyond that, our ideas and standards are our own.

The collection of the data on commercial work in the high schools of Alaska included in this article has been a matter of several months and has had to be done through cooperation with individual teachers. As is inevitable in the case of questionnaire check-ups, responses could not be obtained from all schools.

Achievement Standards

Standards of achievement in typing and shorthand do not vary so much as might be expected under existing conditions. In shorthand, not all the reports specified whether new or practiced material was the basis of rating, which may account for some of the variation. In Skagway no commercial work is being offered. Haines, Douglas, Valdez, Nome, and Wrangell did not make any response. Fortunately, all the larger high schools are represented in the statistics given, so they may be considered fairly indicative of present standards. First year courses are numbered "1"; second year courses, "2".

Two of the above schools require the Gregg awards tests or similar tests to be fulfilled; four of the others encourage the awards work. In four schools the *Gregg Writer* is used to some extent in class work.

Three schools report immediate vocational opportunities for the high school commer-

TABLE 1.—Commercial Subjects offered 1934-1935										
High School	Total Enrollment	Enrolled in Commercial Subjects	Subjects Offered							
			Typing 1	Typing 2	Shorthand 1	Shorthand 2	Bookkeeping 1	Bookkeeping 2	Commercial Law	Commercial Arithmetic
Juneau.....	225	72	x	x	x	x	x			
Ketchikan....	171	89	x	x	x	x	x			
Fairbanks....	123	58	x		x					
Anchorage....	97	72	x	x	x	x	x	x		
Petersburg...	70	52	x	x	x		x	x		
Cordova.....	64	33	x	x	x	x				
Seward.....	55	25	x	x					x	
Nome.....	34	16	x	x	x	x	x			
Sitka.....	30	10	x	x	x		x			x

cial students. All report commercial courses as popular electives, typing ranking first.

Six of the schools accept adult students. Ketchikan imposes the condition that they must be post-graduates or adults living within the city; Petersburg, Sitka, Seward, and Juneau accept them, provided they attend classes regularly and do all work; Cordova charges a tuition fee of \$5, which is used for department expenses, such as fees for awards tests, or for improvements.

Teaching Systems

In the matter of contests, Ketchikan reports regular use of the *Gregg Writer* contests; Anchorage has class contests in typing for speed and accuracy, the tests ranging from 1 to 15 minutes in length; and Cordova uses the *Gregg Writer* contests, together with some class contests in both shorthand and typing.

Miss Margaret Yeakey of Juneau offers a pet device for use in teaching Shorthand I

that brings results and keeps up the student's interest, since he always masters his theory as he goes along. At the end of each chapter she gives three tests on the words in the chapter, 100 words each, one test on each of the three days following the completion of the chapter. If a student does not pass at 95 on one of these tests, he must review and take the test again till he does pass. On Chapters I and II the passing mark is 90. Also, at the end of each chapter the student must pass on the brief forms and phrases in that chapter at 100.

### Typing Accuracy

In typing, Miss Eora MacDonald of Ketchikan uses Harold Smith's "6-repeat drill" for two weeks before starting her text, and then continues it as a daily drill to music, perhaps till the end of the first semester. She finds this helps to develop accurate typists. Cordova also uses this drill, working directly from the text, "Gregg Typing."

Students at Sitka manifest unusual interest in mimeographing. Not only is it a part of regular Typing II class work, but there is also a service club, "The Pushka Press Club," for the purpose of giving service to Sitka High School by mimeographing the *Pushka* (school paper), printing programs for school entertainments, publishing the *Seet-kah* (school annual), and in any other

allied way. This club meets once a month for discussion of new methods of achieving results in mimeographed work, and tries to carry out original ideas in the matter of programs and such. Miss Ruth N. Manca says, "The students take considerable pride in the type of mimeographing done, and succeeded in printing a 66-page annual in only two days more than a week."



In Anchorage the Shorthand II students take turns doing office work and mimeographing. In Cordova the Shorthand II class serve as general handy helpers for the different departments of the school, do the superintendent's stenographic work, and are subject to emergency calls from business men about town. This outside work is done gratis within certain limits because of the practical

TABLE 2.—Standards of Achievement

	Typing 1		Typing 2		Shorthand 1		Shorthand 2	
	Min.	Goal	Min.	Goal	Min.	Goal	Min.	Goal
Juneau.....	35	45	65	65	60	80	110	120
Ketchikan.....	36-39	55*	50-55	75*	{ 90-100 Pr.* 60 New	100 Pr.	100 New	120 New
Fairbanks.....	50	60				125		
Anchorage.....	40	45-50	60	70-75	80	80-90	120	125-130
Petersburg.....	30	50	50	70	80			
Cordova.....	40	50	60	70	60 New	80 New	100 New	120 New
Seward.....	30	40	55	60				
Nome.....	40	50	60	70	90	100	90	125
Sitka.....	40	50*	50	60*	80	100		

\* Pr., practiced material.





AIRPLANE VIEW OF JUNEAU

experience it gives. The Typing II class furnishes the typists for the staff of the school paper, the *Northern Light*.

Such, in brief, is commercial work as offered in Alaska high schools at the present time. The available list of high school commercial teachers for 1934-1935 includes Mar-

garet A. Yeakey, Juneau; Eora MacDonald, Ketchikan; Florence Williams, Fairbanks; Edith Krueger, Anchorage; Arthur A. Hedges, Petersburg; Hazel Slate Quinlan, Cordova; Muriel L. Allison, Seward; Mildred B. Scott, Nome, and Ruth N. Manca, Sitka.

## 75-54-51

A LITTLE low for *our* golf score this season and much too high for the ages of our fair readers! You will be as astonished as we were to learn that the numbers 75, 54, and 51 stand for net transcribing speeds made by three high school pupils this past summer under the most trying conditions of an international contest. What could they do under ordinary circumstances in the classroom or business office! And what would we not give to learn how transcription is taught in the school where these pupils were trained!

These remarkable records were made by pupils of the John Hay High School, Cleveland, at the International Commercial

Schools Contest held in Chicago June 27. The pupils were trained by Miss E. E. Hess, a member of the department faculty headed by E. W. Harrison.

The *BUSINESS EDUCATION WORLD* has asked Mr. Harrison to tell its readers how transcription is taught at the John Hay High School. Mr. Harrison has accepted our invitation, and the complete day by day teaching plan used by his department in teaching transcription will be published in the *BUSINESS EDUCATION WORLD* beginning with the November issue.

Another outstanding illustration of the unequalled pedagogic service rendered by your professional magazine!

# THE STORY OF SHORTHAND

• By JOHN ROBERT GREGG, S.C.D.

[Copyright, 1935, by John Robert Gregg]

## Chapter XII

### THE VARIED USES OF SHORTHAND IN THE SEVENTEENTH CENTURY

(Continued)

#### 4

THE idea of using shorthand as a secret method of writing appealed to many people besides Samuel Pepys. It will be remembered that Timothy Bright described his system as a "short, *secret* method of writing by character," and this view of shorthand prevailed for many years. One of the greatest men of all time, Thomas Jefferson, in a letter to his friend Page, dated January 23, 1764, proposed they should master shorthand in order that they might have some means of communication that would be unintelligible to others. He added, "I will send you, some of these days, Shelton's Tachygraphical Alphabet and directions." The system he mentioned, Shelton's, was published in 1620, and was the one used by Pepys. An article in the *Daily Mail*, Calcutta, remarked: "Secrecy is not a purpose that may be legitimately advanced by the modern stenographer, notwithstanding the fact that, even in this enlightened day, shorthand notes have a very annoying way of suddenly becoming secret not only to the person who needs the information they could impart, but even to the writer of those same notes." The writer adds this sage remark: "If the typewriter is driving us away from the pen, the increasing practice of shorthand is driving us back to the pen, and thus it always is in a world of paradoxes."

#### 5

But the use of shorthand in those early days was not confined to reporting sermons or plays, for keeping diaries, or for personal use. It may surprise many people to learn that as early as 1649 it was used—and successfully used—in reporting trials in court.

Mr. Charles Currier Beale paid this high tribute to the efficiency with which court proceedings were reported nearly three centuries ago:

We can find indisputable proof of fairly creditable shorthand reporting being done two hundred fifty years ago. Indeed, I have in my own library a report of a trial of Lieut. Col. John Lilburne, taken in shorthand in 1649 and printed from the reporter's transcript the same year. A careful examination leads one to the conclusion that it is a very creditable report of the proceedings of that far-away occasion, and while we have no way of deciding whether there are any important omissions, the apparent continuity of the questions and answers is unbroken, and

there are no serious defects to catch the eye of the practiced reporter of today. . . .

There were alleged verbatim reports long before 1649, even, but this is the earliest I have seen; and after that period the presses teemed with reports of trials of political and criminal offenders, which seemed to have formed favorite reading in those days, and in the minute frankness of their details they often rival the yellow journals of today.

6

As early as 1738, Thomas Gurney was appointed official reporter to the Old Bailey Court, thus beginning a long and successful career as a shorthand reporter, which his descendants have continued to the present day. It is a very

remarkable fact that the shorthand notes of proceedings taken by Gurney writers nearly two centuries ago can be read as easily by members of the Gurney staff to-day as they were by the original note takers. Some years ago one of the Gurney family was handed a page of notes written by one of his ancestors in reporting the famous trial of Warren Hastings, and he read the notes without hesitancy. The full significance of this will be clear when it is remembered that the trial of Warren Hastings extended over a period of seven years—from February, 1788, until April, 1795—and that there were nearly 150 sit-



THOMAS GURNEY

tings of the court. This, in itself, conveys a good idea of the great volume of reporting accomplished in those days. And when it is further remembered that the Gurney system is but a slight modification of the system of William Mason, of which the first edition appeared in 1672 and the third in 1707, and that Mason's system was very largely based on the system of Jeremiah Rich, first published in 1642, we have a very impressive illustration of the practicality of the early systems, notwithstanding their many crudities.

Mr. William Isaac Blanchard, author of a very practical system of shorthand, published in 1779, was for many years a professional reporter in London. Many of the reports he made of important court trials were published in book form. As an illustration of the high degree of skill required in reporting, he made this interesting statement in the Preface of his shorthand book:

"As a proof of this, and to give some idea of the rapidity of gentlemen of the bar in the course of argument, I remember to have written in one hour and forty minutes, from the speech of the Honourable Thomas Erskine, in the Carlisle Committee, upon the petition of Mr. Christian against Mr. Lowther, two hundred eight law sheets, each sheet containing seventy-two words, in all, 14,976 words."

Matthias Levy in his "History of Shorthand" says: "In 1802 an Act of Parliament was passed relating to the trial of election petitions, and the eighth section enacts that 'every committee appointed for the trial and determination of any petition, etc., shall or may be attended by a person well skilled in the art of shorthand writing.'"

## 7

In 1642, when Charles I went to the House of Commons to demand that five of its members, impeached for high treason, should be delivered up to him, the speech he made was taken down in shorthand by John Rushworth. When the King learned that his speech had been reported, he ordered Rushworth to transcribe it immediately, and the speech was published for general circulation the next morning. Five years before this Rushworth reported the arguments of counsel and the rulings of the judges in the trial of John Hampden for his refusal to pay ship money. The proceedings in this memorable trial lasted many days, as did the trial of Lord Stafford at Westminster in 1641, which was also reported by Rushworth.

In an address on "Some Early Shorthand Practitioners," Mr. W. J. Carlton said:

The distinction of having been the first man to practice shorthand in Parliament is usually credited to Edward Nicholas (1593-1669), member for Winchelsea in the last two Parliaments of James I, who took notes of many of the debates in stenography. He was Secretary of the Admiralty before Samuel Pepys, and was knighted by Charles I, who appointed him Secretary of State, an office which he held also under Charles II.

A prominent shorthand writer in the time of the war between Charles I and the Commonwealth was John Hinde, who might almost be dubbed "the stenographer of the scaffold." Hinde reported the last words of Archbishop Laud; he took down the "farewell speech" of Sir Henry Hyde at his execution in 1651; and six months later the last speech and prayer of Christopher Love, who was executed on Tower Hill. It was quite likely that Hinde was one of the "three several gentlemen" who, "being very exquisite in that art," took down in shorthand the last speech of Charles I immediately before his execution in Whitehall.

## Chapter XIII

### THE EARLY USE OF SHORTHAND IN AMERICA

#### I

It will be of interest to many readers to learn that the art of shorthand was in use in America soon after the landing of the Pilgrims.

The late Charles Currier Beale, of Boston, who devoted much time to delving into the early history of shorthand in New England, expressed the opinion that Simon Bradstreet (1603-1697) was the first person to make use of



shorthand in America. In 1630, Simon Bradstreet was appointed Secretary of the Courts of the Colony, and some of the court records bear shorthand annotations by him, the earliest of which is dated June 11, 1633. Says Mr. Beale, "He lived to a great age, dying in Salem, March 27, 1697, and during his long life had held many positions of honor and trust, having served as governor (in 1689) when more than eighty years of age. Among his descendants were Dr. Oliver Wendell Holmes, the author, and his son of the same name, now Justice of the United States Supreme Court; and many other prominent persons." It may be added that Simon Bradstreet was one of the first residents of Andover, Massachusetts, and one of the founders of Cambridge, Massachusetts.

The second person to make use of shorthand in America was probably Roger Williams, founder of Rhode Island and "the pioneer of religious freedom," who arrived in Boston on February 5, 1631; and the third and fourth were probably John Winthrop the Younger and his wife, Martha Fones Winthrop, both of whom wrote shorthand. Great names are these!

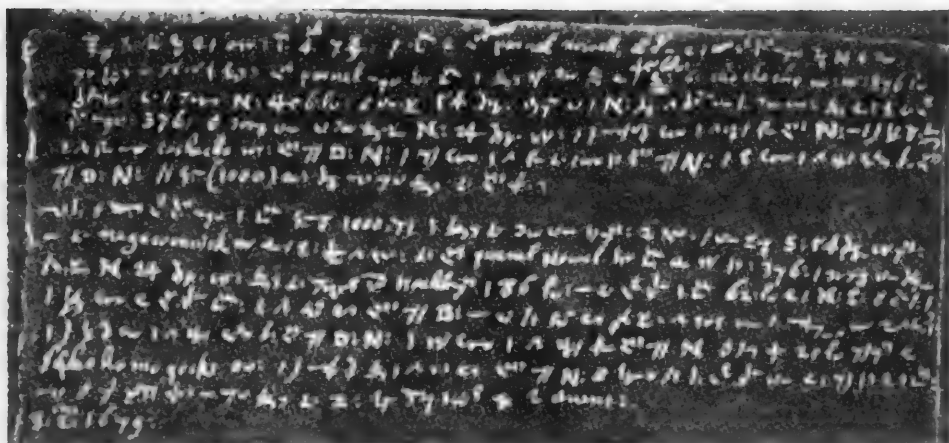
The shorthand notebooks of Major John Pynchon (1621-1703) have been preserved in the public library of Springfield, Massachusetts. These notebooks contain reports of the sermons of the first pastor of Springfield, the Reverend George Moxon, from 1637 to 1639—about seventeen years after the arrival of the "Mayflower." Major John Pynchon was a son of William Pynchon, the founder of Springfield, which he named after his birthplace, Springfield, Essex. John Pynchon succeeded his father in the government of Springfield in 1652, and afterwards "laid out the towns of Northampton, Hadley, Hatfield, Deerfield, Northfield, and Westfield, on lands purchased from the Indians." It is also recorded of him that he fought in King Philip's and the first French war, and built the first brick house in the valley of Connecticut, which came to be known as the "Old Fort," from its being a refuge for the infant colony from the attacks of the Indians

## 2

The Connecticut Historical Society at Hartford has a manuscript book containing about four hundred pages of shorthand notes. These notes were not considered of any special importance until 1857, when the late J. Hammond Trumbull, LL.D., the Connecticut antiquarian, attempted to decipher them. He discovered that the notes were written in 1638, in the system of John Willis, by Henry Wolcott, Jr., a noted Connecticut magistrate of that period, and were reports of sermons and lectures by well-known preachers.

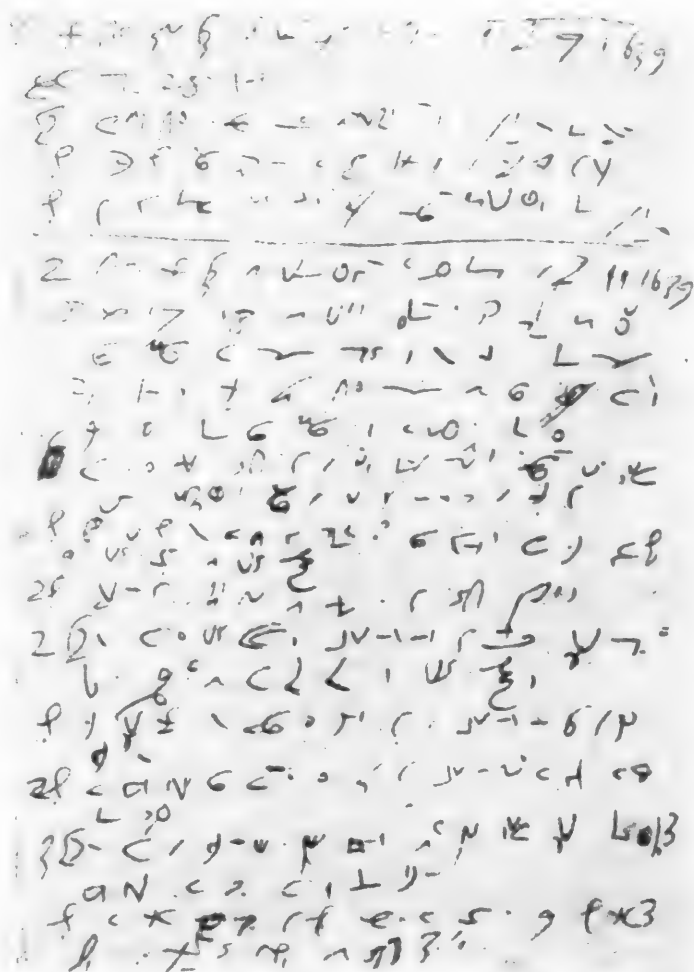
Ralph Fogg, the first Clerk of the Quarter Court, established at Salem in 1636, and at the same time Town Clerk of Salem, was a skillful writer of shorthand. As early as 1692, shorthand was used for official reporting, as we learn that Parson Samuel Parris, of Salem, Massachusetts, was appointed to report officially the famous witchcraft trials, because of his well-known skill as a shorthand writer.

The illustration on the next page shows the notes on a survey made by Jonathan Danforth, at Billerica, Massachusetts, during the latter part of the seventeenth century. A number of Danforth's surveys, preserved among the



FACSIMILE OF ANNOTATIONS ON SEVENTEENTH-CENTURY SURVEY

John Farmer papers in the New York Historical Society's collection, are thus annotated, presumably by the surveyor. He was assisted in his work by William and Samuel Manning, also early settlers of Billerica. The cut was made by courtesy of Miss Doris Manning and Mr. Warren H. Manning, of the Manning Manse at North Billerica, from one of the photostat copies of these papers which is in Mr. Manning's possession. The specimen at the right is a facsimile of a page of Henry Wolcott's notes, written in 1639.



FACSIMILE OF HENRY WOLCOTT'S NOTES, 1639

(To be continued)

# THE B.E.W. PRIZE ESSAYS

In *THE BUSINESS EDUCATION WORLD* for March, 1935, we announced an essay contest in which those interested in the improvement of commercial education would have an opportunity to reply to a statement to be made by Dr. Edwin A. Lee in his article, "Whither Business Education?" Dr. Lee, it was announced, would say:

Increasingly, business educators must accept the philosophy and the challenge of vocational education. What does this mean? In simple terms it means classes taught only by those who are thoroughly qualified. Industrial teachers must, first of all, be masters of the trades they teach. They must possess, roughly, seven years of successful experience—four years as apprentices and three years as master craftsmen. The average experience of trades teachers in California, for example, is more than twelve years. The same is true of teachers of agriculture. Successful farm experience is a prerequisite to professional training as an "ag" teacher. Business education will have to approximate such experience in its teaching staff.<sup>1</sup>

Our first plan was to publish the four winning essays in this contest in succeeding issues of *THE BUSINESS EDUCATION WORLD*, but, because we felt that our readers would enjoy the opportunity of reading the four winning papers at one time, the original plan was discarded in favor of the one continuous article which follows. This was made possible by slightly condensing the four papers.—*H. P. B.*

MISS RUTH FRANCES HIATT, Wakefield (Massachusetts) High School, whose essay won the first prize of twenty-five dollars, says, in part:

ADMITTING that business experience is unquestionably a great asset to the teacher of business subjects and that it should be made a prerequisite for every business educator entering the profession, we must consider, first, for how long a period and at what time shall the prospective teacher serve this apprenticeship; secondly, shall it be necessary for him to become an expert in some field of business before entering the teaching profession.

Considering the second point of issue first,



RUTH FRANCES HIATT

in my opinion it is not necessary that the commercial teacher even "approximate" the experience which may be necessary for the teacher of agriculture or for the trades teacher. Without exception, however, I have found that commercial teachers who have worked in business houses feel that they have benefited greatly. My own apprenticeship, gained during vacations, firmly convinces me that some business experience should be required of every teacher and supervisor of business subjects.

Should school systems eventually adopt a measure of this kind, it will be necessary to come to some decision as to the first issue that was suggested in the beginning of this page; that is, for how long a period and at what time shall the prospective teacher serve this apprenticeship?

It will be only after business experience has been required of the business educator over a period of years that this question can be answered with authority. Then, from the observations made and the conclusions drawn by those doing research along these lines and from the experiences of those supervising and teaching under the new order, it will be

<sup>1</sup> "Whither Business Education?" by Edwin A. Lee, *THE BUSINESS EDUCATION WORLD*, April, 1935, pp. 597-601.

possible to say with some degree of certainty at what period in his career and for how long a time the business educator shall serve this apprenticeship. Meanwhile, it would be feasible to work out a plan whereby a year or two of business experience would come under the supervision of the college. Degrees in business education could be withheld until the candidate had proved that he could put his theory into practice and do satisfactorily what he expected to show others how to do.

From this year or two in business, the teacher will derive a decidedly different outlook on life and a type of training foreign to that furnished by the classroom. Instead of beginning his career in the more or less cloistered classroom where the teacher's word is supreme, he will learn to take orders and to carry them out not only accurately but quickly.

While I do not feel that our secondary schools should demand that the shorthand teacher be a champion or that the book-keeping teacher be a certified public accountant, the business educator certainly should be able to demonstrate his skill and should have no difficulty in filling a position in the business world. If one or two years of actual business experience is made a prerequisite for the commercial teacher, unquestionably he will enter the profession much better equipped to guide and counsel his pupils. Moreover, he will prove more resourceful, more progressive, more adaptable, and more broad-minded than the teacher lacking such experience.

### Business is Romance

To men and women alike, business is romance. So, in order that every commercial teacher may know something of this "romance" and may feel the "pulse of business," let him work for a year or two in the business world. Let him, through actual experience, come to appreciate more vividly the forces that are behind the wheels of industry.

Dr. Lee is right in saying that "business educators must accept the philosophy and the challenge of vocational education" and that this means "classes taught only by those who

are thoroughly qualified." The business educator, then, if he would thwart the purpose of those who are invading his field to promote their own selfish ends, will better prepare himself to meet exigencies by including in his curriculum business experience.

2

MISS PERLE MARIE PARVIS of the Hammond (Indiana) High School, one of the ten-dollar prize winners, says "yes" and "no" to Dr. Lee's suggestion for apprenticeship for commercial teachers. We quote in part from Miss Parvis's paper:



PERLE MARIE PARVIS

I SAY "Yes" when I remember some of the things I learned from my own office work. I could go on at great length to relate the things that I learned, but I want to get to the "other side of the fence."

I agree with Dr. Lee that practical experience for commercial teachers is highly desirable, but I say "No" to his suggestion because it is impracticable. I doubt whether such experience as I have had is as necessary *now* as it was when I went to school. For one thing, we are giving our high school commercial students practical knowledge along with their learning of skill subjects. In our office practice classes we are duplicating office routine to a large extent. In some cases we are sending our seniors into regular offices for part-time practical experience. A student who was a graduate of such a course would have some conception of actual business and he would have the skills necessary for demonstration purposes in case he wanted to teach.

State contests have done much in some states to foster skill *and* accuracy. During the last few years in Indiana, a practical knowledge unit has been added to both the mass and state tests. Teachers in this state *have* to teach practical things, such as the



care of the machine, erasing, punctuation, etc., as well as a great deal of general business knowledge, if they wish their students to compete. A student from such a course in high school, if he chooses a good teacher-training institution, should make a good teacher without approximately twelve years in actual work.

If positions were plentiful, I should say that would-be teachers ought to have some practical experience, but most certainly I see no need for seven to twelve years (if we are to approximate the time spent by vocational and agriculture teachers in California).

I have still to be convinced that there are enough vacancies to fill the need of prospective teachers, most of whom are women, even if they were willing to work for little or nothing just to gain experience. Then, there is the well-built up prejudice on the part of business men against hiring *teachers*, which fact makes it extremely difficult for teachers already in their profession to add to their practical experience.

My final reason for a "No" to Dr. Lee concerns the problem of the small-school teacher who is required to teach all commercial subjects. A combination of this kind frequently includes shorthand, typewriting, bookkeeping, geography, and commercial law or business English. It is my opinion that few teachers can be adequately prepared in all commercial subjects.

Certainly, if times were propitious, I should favor *some* office experience for the prospective commercial teacher (not seven years, though) but I do not believe such a plan is practicable in the near future unless—

1. Every high school commercial course approximates regular routine in an office practice course, and

2. All college and teacher-training institutions install a system for giving prospective commercial teachers some practical experience.

3

MR. ARTHUR G. SKEELES, of the North High School, Columbus, Ohio, another of the ten-dollar prize winners, believes that the "business department" of the high school is passing away and that in another

decade or two it, like "Formal Discipline," the "Herbartian Steps of Learning," and other phases of education which have



ARTHUR G. SKEELES

served their day, will have been discarded for something better. Excerpts from the paper written by Mr. Skeeles follow:

THIS (the eventual passing of the "business department") will come about because vocational education no longer prepares boys and girls for the world today. Vocational education is education for a job. Today there are very few jobs and it seems extremely likely that never again will there be jobs with definite specifications for which we can prepare our pupils as we were able to prepare them in years past.

The reason for this is that the rate of change in the world is rapidly increasing. Perhaps we shall one day find that this rate of acceleration has been steadily increasing ever since the world began. Certainly a perceptible increase in the rate of change can be noted over a period of several hundred years.

Until the last quarter of the eighteenth century the world changed so slowly that preparation for most vocations could be made in the homes. Early in the nineteenth century it was found necessary to have most boys and girls learn to read that they might keep pace with changing conditions. By the middle of the century further acceleration of

the rate of change made it necessary for those who wished to enter the professions to train for them in schools and colleges. After the year 1850 changes in business came so rapidly that it was found necessary to train bookkeepers and other office employees in schools, and business colleges flourished. After 1900 the high schools also undertook the task of training employees for business pursuits.

### A Changing World

Today the rate of change is still more rapid and our present methods and practices in training workers are proving inadequate. Employers complain that workers are not trained for their jobs. We are told to introduce intensive courses. Sometimes such courses do seem to meet the needs of a group of pupils. But they do not take into account the factor in our present situation that is causing most of our educational maladjustment. That factor is the constantly accelerated rate of change in our social and business life.

Dr. Lee is entirely wrong, therefore, when he says, "Increasingly, business educators must accept the philosophy and the challenge of vocational education." Vocational education tries to prepare pupils for jobs. But it can only prepare pupils for the jobs it knows about; and the pupils now in school must be prepared for jobs of which we have never heard.

What then? If it is useless to prepare our pupils for jobs, what shall we prepare them for? *For life*. And life, as we all know when we stop to think of it, is characterized by change—movement—growth. We are not preparing pupils for anything so stupid as a "job," a "position," or a "vocation." All these terms imply that the pupils and the jobs will "stay put"; that we will educate the pupils for their certain niches in life, find the niches for them, and there they will sit until they die. But that is just what they will not do. They will live in an exciting world—a world of movement, a world where everything changes, including jobs and industries.

With one statement of Dr. Lee's there can be no disagreement. That is, "Classes taught only by those who are thoroughly qualified."

Qualified for what? *To help each pupil to develop into the best human being he is capable of becoming.* In order that the teacher may be able to do this, his qualifications must include: (1) A sane personality, grounded on respect for the personality of every other person; (2) mastery of the tools of learning; (3) mastery of the subjects he teaches, and in the case of bookkeeping and shorthand this will certainly require considerable experience in business offices, the thing for which Dr. Lee pleads in his article; (4) as much understanding of the social and economic conditions of the world, and of the forces that make for change, as it is possible to secure considering our present limited knowledge of these matters; and (5) a sympathetic understanding of boys and girls, supplemented by all the knowledge of psychology and "theory of teaching" it is possible to secure.

That is the preparation that the man or the woman who would teach bookkeeping or shorthand or any other high school subject should have. But he will then not be a teacher in the "business department," or a "commercial teacher." He will be an educator, a leader and developer of boys and girls, a director of the progress of civilization.

The ideas expressed above are not new. Twenty years ago John Dewey set them forth in his "Democracy and Education."

#### 4

E. G. KNEPPER, head of the commercial department of State College, Bowling Green, Ohio, also winner of one of the three ten-dollar prizes, believes that the correctness of Dr. Lee's statement will hardly be questioned in so far as it relates to business education either on the collegiate level or on that of the business college. He also says a similar statement may very well be made regarding business instruction in correspondence schools and in the evening schools. On the other hand, he feels there is a fairly unanimous agreement that in the elementary school and in the junior high school business information must be presented for its general educational values.

Therefore, Dr. Lee's question, in Mr. Knepper's opinion, becomes controversial

more especially in connection with business instruction in the high school. His discussion of the question relates primarily to the future of business education in the secondary schools. He says, in part:

**I**T is my conviction that the past cannot be ignored in seeking the answer to the possible future. Solutions based too largely upon present influences in neglect of the momentum of past developments will invariably provide inadequate programs.



E. G. KNEPPER

In its broader sense, business education has been in the past essentially vocational. Other objectives played some part, but it was the value of business training for employment that earned for it respect and honorable status. Not until business training invaded the high school was serious consideration given to other than the vocational objective.

### High Schools Inadequate?

While the conclusion from history is that commercial education has always been primarily vocational, in the high schools, because of the immense demand for business training, the vocational objective has gone unsatisfied. The fact that the secondary school has not functioned satisfactorily in a vocational sense does not itself justify the conclusion that the vocational objective has not been needed for business training on the secondary level. It is reasonably clear that the high school has failed in the past in this type of training because it did not do an adequate job of preparing the students to fill business positions satisfactorily.

It may very well be claimed that the day is past when the secondary school need be utilized in the giving of vocational business education. The fact cannot be denied that the level at which business training is given, on a vocational basis, has been constantly rising. Once on an elementary school level, it has long been on the secondary school

level and is now on the collegiate level.

There is need, however, to consider possible demands made upon business subject matter for other than vocational use. Like every other field, business provides valuable general education materials. This material has been, perhaps a bit unfortunately, given the designation "consumer education."

### What Is Consumer Education?

As currently used, consumer education is but general education. While it may use business information commonly forming the basis for a vocational preparation, it does so from a changed point of view. Applied, for instance, to a knowledge of retail selling, it would mean the presentation of material from the customer's viewpoint rather than that of the proprietor or sales clerk.

Let us consider Dr. Lee's proposal in the light of this background. For the presentation of business education on a vocational basis it seems hardly necessary to question the value of vocational efficiency on the teacher's part. There is less general acceptance of this principle at the secondary level. A different problem, still, is raised when business education materials are to be presented from the consumer point of view. Here there will be a new approach and the degree of emphasis on various materials will be modified.

The writer is disposed to agree with the proposal of Dr. Lee in principle. The chief issue appears to revolve about the amount of experience to be required. There are two or three things which should be accomplished in requiring business experience as a part of the teacher's training. In the first place, it will reduce the academic tendency and prevent a too theoretical attitude on the part of the teacher. Secondly, it will give to the teacher a degree of confidence which will go a long way toward insuring successful presentation of subject matter. And, finally, it will tend to keep the material used and the point of view in presentation in harmony with actual practice. This is highly essential whether the objective is vocational or consumer education.

What amount of experience is necessary to accomplish this? Too long a requirement in

experience is undesirable. It is here contended that a very much reduced initial time is sufficient to eliminate the academic atmosphere, to create the necessary confidence in the teacher, and to develop business contacts that would insure a right choice of instruction materials and a correct point of view. In addition to the initial experience requirement, there should be a further experience prerequisite to permanent certification. This might be obtained by means of short periods of employment during summer vacations.

### A Practicable Plan

This plan has been, in part, proved practicable at the State College, Bowling Green, Ohio. At this institution, all prospective commercial teachers are required to have served not less than ten hours a week for eighteen weeks in not fewer than three types of business employment. The employment is supervised by an instructor at the college and the standard for credit is commercially acceptable service. Three semester hours of credit toward graduation are granted. The plan has been in operation since 1927.

It has also been proposed that in Ohio a further practical experience of not less than thirty-six weeks be required of all commercial teachers before their temporary certificates are made permanent. This employment would be under the supervision of accredited training institutions and would require that the teacher be regularly employed, receiving the usual wage for the type of position filled.

Thus modified, Dr. Lee's proposal is at once practicable and deserving of support. It would insure for the secondary schools a more substantial type of business education—a type, in fact, in harmony with the long development of business education.

### School Exhibit Suggestion

MISS GLADYS BARLAMENT of the Kenosha (Wisconsin) Vocational High School based a recent exhibit of the commercial work on the following plan:

1. Demonstrations by students, including use of the mimeoscope, operation of the mimeograph, dictaphone, comptometer, typewriter, and transcription from shorthand notes. (If time and space permit, a model office can be set up for this sort of demonstration.)

2. An exhibit of classroom work, attractively displayed on sheets of orange-colored paper 22 by 34 inches. A printed card above each section indicated the type of work shown—mimeograph copies, dictaphone transcripts, typing exercises, designs, etc. A master sheet ruled with India ink to show margins and position of the papers was placed under the exhibit sheets at the time the specimens were mounted.

3. A progress section, displaying the certificates and other awards won by the students, their progress charts and record sheets.

4. An exhibit of old or outmoded office machines and modern, up-to-date equipment.

### A Student Record

ADDED to the list of speed typists developed by Edmondson School of Business, Chattanooga, Tennessee, is the name of Clifford Dudley, 18-year-old secretarial student who has attained a typing speed of 88 words a minute for fifteen minutes, with only three errors. This is nearly 30 words a minute faster than the average graduation requirements. He reached this speed six months after his enrollment, and has maintained a consistently high scholastic record as well.

Are you utilizing the service offered by the "Supplies and Equipment" Department? During the first six months of 1935 the editor of that department responded to 419 inquiries about items mentioned in its columns. This number represents an increase of 145 per cent over last year's total.



# Criticism, Suggestion and Advice

• Edited by CHARLES E. BELLATTY

Head, Department of Advertising  
College of Business Administration  
Boston University

## EXTRACTS FROM REVIEWS

DEAN EVERETT W. LORD

### Our Morals

MORALITY is not divinely implanted in man; it is a component of circumstance and condition, time and place, education and belief. Morals are accepted customs, sanctioned by our contemporaries. But this does not make morality less a matter for concern, for we know that individual happiness and national welfare have always varied directly as the morality of the individual or the nation has varied. That something inherently vicious is accepted by current moral codes does not make it less dangerous; clearly for our own protection we need to study our morals.

Kant's famous Categorical Imperative is not a bad base for individual moral guidance: "Act as if what you do might well be universally done." The wrong action is one which we would not willingly see done by everyone. Durant was thinking of this when he wrote "Morals, like laws, were invented for our neighbors."

The responsibility of the school is great, but those of us who are closest to the school

may be pardoned if we feel that the first and greatest responsibility is that of the family and the individual. A higher standard of morality there, in the home, affecting the attitude toward marriage and the personal conduct of the individual, will affect all that follows, and relieve our fears as to the stability of government and the welfare of society.

### Scientific Thinking

OUR economic troubles have induced more serious attempts at thought than have ever been exhibited before; but true thinking is a difficult process, one requiring experience and practice, dependent upon knowledge and limited by imagination; and consequently much that poses for thought is false and ineffective.

We are faced with a troublesome problem: to solve it calls for clear thought; how shall we go about it? It will not do to waste effort in looking for easy ways out, to hope for miraculous delivery, to avert one's gaze

---

As announced in the September issue (page 47), the B.E.W. is reprinting each month selected portions of *Criticism, Suggestion and Advice*, an eight-page semi-monthly bulletin prepared and published by the faculty of Boston University's College of Business Administration for the self-improvement of students of business. The subject matter of this bulletin is based on a current issue of the *Saturday Evening Post*. The bulletin is now in its sixth year and it has a circu-

lation of nearly 9,000 copies. The editor is Charles E. Bellatty, head of the department of advertising of Boston University. All communications regarding this new department of the B.E.W. should be addressed to him at 525 Boylston Street, Boston, Mass.

The B.E.W. is delighted to have the privilege of bringing to its readers contributions from Dean Lord and his faculty in this brief edition of *Criticism, Suggestion and Advice*.

from reality. The way to solve a problem is:

1. Establish an ideal
2. Get the facts that bear upon the problem
3. Consider these facts and their implications
4. Decide which of these facts indicate conditions favorable to our ideal, and which unfavorable
5. Seek ways to dispose of unfavorable condition:—  
to render them innocuous if they cannot be disposed of

6. Seek ways to magnify the old, and to produce new, favorable conditions
7. Express our conclusions in understandable form.

Some of the clear conclusions that come from this scientific thinking are that credit cannot be substituted for capital; that prosperity, public or private, cannot be founded on debt; and that buying power cannot be increased without first increasing the quantity of things to be bought.

## HOW TO JUDGE ADVERTISEMENTS

CHARLES E. BELLATTY

ONE of the most useful sections we have found in any work on advertising is the chapter devoted to "The Mahin Tests" which appeared in the first edition of the late John Lee Mahin's helpful book, "Advertising—Selling the Consumer," published in 1914 by Doubleday, Page & Co., of Garden City, N. Y. In that chapter Mr. Mahin told how he formulated ten questions to be asked of every piece of "copy" produced by the advertising agency of which he was the head. The questions were intended to test each advertisement before it appeared in print and to strengthen its pulling power. We have found the tests helpful in the writing of advertisements and in offering suggestions for improving the work of others.

Although some of the questions overlap, every question deserves an answer.

### The Mahin Tests

1. Is the advertisement INSTITUTIONAL? That is to say, does it appeal strongly to the group at which it is aimed, and does it fittingly represent the business and the reputation of the advertiser?

2. Is it NATURAL? Does it ring true? Does it embody a personality? Does it sound like a message from a responsible member of the concern that is advertising?

3. Is it SPECIFIC? The text of an advertisement should not be in such general terms that it would be equally effective for use by another advertiser. Does the text center interest in the article and give good reasons for holding attention?

4. Is it TIMELY? Does it gain interest

by tying up to the topics of the day? "Timeliness in advertising," said Mr. Mahin, "is offering the public what it wants just when it ought to want it most."

5. Is it PERTINENT? Is it written with due regard to the viewpoint of the prospective customer? Does it tell what benefit the purchaser will obtain? Writers should remember that there are often many things about a commodity which interest the manufacturer much more than they interest the prospective purchaser.

6. Is it CONSISTENT? Does the advertisement logically belong in the campaign of which it is to be a part? Does it maintain the dignity of the house that is putting it out? Is it too dignified? Does it agree with established selling-plans?

7. Is it PERSISTENT? Is the advertisement distinctive because a continuing trade mark, a style of illustration, of composition or of hand-lettering, or some other device reminds the public that the advertisement is one of a series that the advertiser has issued?

8. Is it AUTHORITATIVE? Does it sound as though the advertiser believed in himself and in his goods, and as though he deserved a hearing?

9. Is it PLAUSIBLE? Is there a statement in this advertisement which is not likely to be accepted as the truth by a large number of the group to whom the advertisement is supposed to appeal? An advertisement should be believable as well as truthful.

10. Is it SINCERE? The effect of sincerity is secured through the use of straightforward statements in short, simple sentences. The illustrations should be accurate and the

photographs of the commodity advertised should be distinct. If there is description it should answer the questions which would be expected to arise in the minds of prospective purchasers.

### \$30 Prize Contest

According to the rating of the Mahin Tests, name ten full-page or double-page advertisements which you regard as the best in the *Saturday Evening Post* for October 5.

To prove beyond question that you understand the Mahin Tests, write an analysis of one of the advertisements on your list.

Send us with your list your criticism, according to the Mahin Tests, of one of the ten advertisements selected by you as suggested above. The following prizes will be awarded:

*Class A.* College and university undergraduates, first prize, \$5; ten prizes of \$1 each.

*Class B.* High school undergraduates, first prize, \$5; ten prizes of \$1 each.

Your criticisms must be in Mr. Bellatty's hands not later than October 20.

### Take the Laugh Out of These Expressions

1. It will support the weight of three men filled with water.
2. We have on file thousands of satisfied customers that have worn Pillow comfort shoes.
3. Cico paste sticks like a wet coat.
4. Payson's Indelible Ink keeps your garments with you.
5. A hat to fit your pocketbook.
6. The great artists, however, that the New Edison boasts of will act as the missing link.
7. Your daily work depends upon the strength of your feet.
8. Buy one and take it home. You may have a friend to cheer some day.
9. Its indelible mark outlasts the article.
10. Get a bottle at your druggist and you will never use any other.

## CORRECTED ENGLISH

JOHN WALTER SULLIVAN

### A New Innovation

"The '*Means test*' was to be a new innovation in the method of dispensing with English college scholarships."

**CORRECTED:** The "*Means Test*" was to be an innovation in the awarding of scholarships in English colleges.

**REASONS:** If *test* is a part of the quoted title, the word should be capitalized.

*Innovation* is the introduction of something *new*. The use of the word *new* is unnecessary with *innovation*.

The English colleges did not *dispense with* scholarships; they merely instituted a new method of *awarding* the scholarships.

### A Matter of Prepositions

"The arms are out of proportion *with* the body."

**CORRECTED:** The arms are out of proportion *to* the body.

**REASON:** *Proportion* is followed by *to* (not *with*).

### Precedent—Precedence

"We follow the *precedence* of the English colleges."

**CORRECTED:** *Precedence* means "going before" (often because of a right or privilege); the noun *precedent* means "something said or done that may serve as an example."

### "This Line . . ."

"I don't like this *line* of treatment."

**CORRECTED:** I don't like this kind of treatment.

**REASON:** *Line* for *kind* is not sanctioned, even as a colloquialism.

### Consider "Considerable"

"Considerable space is given the headline."

**CORRECTED:** A large amount of space is given the headline.

**REASON:** *Considerable* is an adjective, and means deserving of notice, important; it should not be used for "a large amount of," or "a great deal of."

### Use of Pronouns

The advertisement below is an excellent exercise for precision in pronominal reference. A newspaper in Indiana actually printed this warning without change. Students should be able to make the advertisement so clear that no part of its meaning may be misunderstood by a reader of ordinary intelligence.

### "Take Warning"

"The person that has been throwing grease on our porch I believe we know where it comes from. On the morning of January first, 1923, I tracked it from our house to 40 or 50 feet of their back door where they spilt it on the walk. I also saw the same person on Monday night at Mrs. Maxwell's store, while Mr. Bergen had charge of it, put a package in their pocket. They saw me. I believe they are the ones that set fire to our chicken house. If you don't want the community to know whom you are, you had better stop now.—J. T. Shelton."

## Pet Aversions

In commercial correspondence and advertisements you are likely to do your job better if you refrain from the use of the following "undesirables":

Whilst  
Xmas  
Kiddie  
Each-and-every  
The-business-world  
Any (for "any other")  
Whereas  
Whereby  
Proven  
Under separate cover  
The above  
Personally I  
Alright  
Since (for "ever since")  
Due-to-the-fact-that and due-to (for "because")

## Speak Well for Yourself

Say—	Not—
acCLIMATE	ACclimate
deTOUR	DEtour
piANist	Planist
aDULT	ADult
ALLIED	ALLied
disCOURSE	DIScourse
ePiTome	EPitome
caLLiope	CALLiope
griMACE	GRIMace
inQUIRy	INkwerY
muSEum	MUSEum
misPRINT	MISprint
reSEARCH	REsearch

## Turn these Wordy Efforts into Concise Sales Talk

1. Payson's Indelible Ink was founded and manufactured for the first time in February, 1835. Since then the general housewife has always used it. Its purposes are many, among them being to mark and identify Linen, Cotton and Silk.

2. Enclosed you will please find one of our latest catalogues which I can assure you will be of tremendous value in aiding you to determine just what style of shoe you desire.

3. And if there is anything we can do for you don't hesitate, but come to us and if we can be of any service to you, let us know all about it.

4. A dairy is an excellent gift on any occasion to the friend who contemplates life with interest and who does not?

5. Careful attention has been given to its construction to make it a complete and finished product in every detail.

6. In valuing furs, their worth cannot be valued in dollars and cents, but only in the beauty and qual-

ity which lends enchantment and grace to the life of the wearer.

7. When you inspect this basket and learn its price you will be surprised to know that you can own such a product at so low a price. You may ask, how can we do it?

8. Up to the present time have you ever thought of the great part Ice plays in your home?

9. Don't let bad health and trouble creep into your family because of a careless neglect.

10. There are many different grades of department stores. First, there is the low grade store; second, the medium grade store; and third, the high grade store.

11. Why the suit didn't get there sooner is a very mysterious state of affairs.

## Little Things That Count

AMBITIOUS young newspapermen may profit from reading the following comment by Editorial Director Malcolm W. Bingay, of the "Detroit Free Press" upon "Little Things that Count" in CRITICISM, SUGGESTION AND ADVICE for February 23.

"I have been hiring men and women in newspaper work for the past 25 years. Out of the experience I have developed three rules of my own.

"I never hire a man who sticks out his mitt and insists on shaking hands before I even know his name or who he is.

"I never hire a man who sits down without being invited to sit down.

"I never hire a man who dumps his hat, coat or any other belongings on my desk.

"You are busy at your desk. A stranger walks into your office. He wants a job. You do not know him from Adam's off ox. He sticks out a paw and insists on your shaking it.

"Why? The shaking of hands is an ancient custom, dating from earliest Biblical times. It is the confirmation of a bargain, a symbol of fidelity, homage, friendship. This stranger's trick of sticking out his hand at you is a presumption, a taking for granted something you have not offered. It is a nuisance and besides the mitt of that kind of a person is usually sweaty and clammy. He annoys you by his very effrontery when he should be trying to make a good impression."

# BUSINESS LETTER CONTEST

**The second of a series of problems and comments by an executive who has won international recognition as a leading authority and most fascinating writer on the subject of letters in business**

• L. E. FRAILEY

The Dartnell Corporation  
Chicago

"Of Course, I Don't Believe Everything I Hear,"  
Says Sarah Belle Jones in Letter Problem No. 2

**H**AVE you ever wanted to buy something very badly, and yet been afraid to go ahead? That seems to be the state of mind in which we find this lady of Washburn County. She likes the picture of your stove, she has the money—a little push on your part, and in comes the order to ship at once.

Of course, you have some opposition to overcome. The neighbor of Mrs. Jones has no faith in mail order companies, and Mr. Jones also has been doing some talking. But, if I am not mistaken, Sarah Belle Jones is not the kind to listen very seriously—to neighbor or to husband. She has a mind of her own. Yes, she will buy the stove if she likes the answer to her letter.

What happens in the making of a sale? Well, there are four steps that you must take. It's like getting around the diamond in a baseball game. You can't run the bases backward, and you must be sure to touch each bag before you cross home plate. The steps in salesmanship are just as clearly marked. You can't skip one of them, and they must be taken in the right sequence.

First, you must get the *attention* of the prospect. That's done in a multitude of ways. In a letter, it must happen in the first paragraph. You make the reader want to read more. The merchant does the same thing with a gayly decorated window. You are passing by, and the window is so attractive that you stop to see more. The magazine editor gets your attention with the illustration on the cover. The copy-writer does the same job with his headline. He knows the reader will not go through the rest of the

story unless the beginning has attention value.

All right! You get a person's attention, but how will you hold it? I could get your attention by exploding a fire-cracker behind your back, but that would be only half the job. Attention must be transformed to *interest*, and that's your second objective in the making of a sale. A question, a funny story, or a startling bit of information, may for a moment get the attention of the reader, but you must go on and arouse a genuine interest in the thing you are trying to sell.

But you may get attention, arouse interest, and still fail to come home with the order. Haven't you stopped to listen to a spieler in front of a show, stayed to hear all of his story, and then gone away without buying a ticket? Well, the spieler got your attention, and enough of your interest to make you listen, but he did not create a desire in your mind which you couldn't resist.

*Desire*, then, is the third step. You have reached third base when your prospect really wants to buy. But how to get there—that's a real problem. When you get a reader's attention, and arouse his interest, the appeal is to reason. You go ahead with fact after fact which strengthen that appeal. The attack gradually shifts from reason to emotion. People usually buy more with their hearts than their heads. When they really want a thing badly enough, they are in a mood to forget the obstacles, to ignore the cost, to plunge into the pool no matter how cold the water. Think of all the things you have bought because you did not resist the powerful impulse to possess those things. Maybe,



# THE OCTOBER LETTER PROBLEM

You are the Sales Manager of a company manufacturing oil stoves. They are good stoves, and your prices are lower than those of your competitors. The reason is that you have no salesmen, and just a few standard models. You get all of your business by mail. Your customers are mostly country people to whom you send an attractive catalog.

So now meet Mrs. Sarah Belle Jones:

Ever-Hot Oil Stove Company,  
Quincy, Illinois.

Gentlemen:

I like the looks of your all-white six-burner stove (page 4 in your catalog) and might be willing to pay the forty-seven dollars you ask for it.

But the lady who lives on the farm next to ours thinks it is a mistake to pay that much money for a stove which I haven't seen except by picture. She says anybody who orders by mail is tempting Providence - that she has been stung too often to try it again.

Of course, I don't believe everything I hear, especially from a woman who talks about everything, but I do want to know if your stove will do all you say it will. Don't put anything in your reply you won't stand back of, because I am the kind of a buyer that knows a good thing from trash. If I bought your stove and it wasn't right, I'd send it back so quick it would make your head swim.

My husband has just sold his hogs and we have the cash to pay promptly. He isn't so set on my taking a chance with your company, but I told him he could tend to the farm and let me look after the meals. He ought to be satisfied, as there isn't a woman in Washburn County that serves her family any better cooking.

This is not said to brag, but only to let you know that cooking comes natural to me, and if your stove isn't a good cooker you are wasting your time in trying to make a deal.

Yours truly,

Mrs. Sarah Belle Jones,  
Rural Route 2

All right! Mrs. Jones is nibbling. All she needs is a little encouragement. A good sales letter will land the order.

they have often been things you really could not afford to buy—things you would have ignored had reason been in command.

But you couldn't hold out against that desire. The time for action arrived, and over the top you went. *Action*—that's the home plate, the important last step in the making of a sale.

### The Sale is Made

The salesman said, "Wait a minute, I want to tell you about something you can't afford to miss." He got your attention. You stopped to listen. So he put a red ticket in your hand—a ticket to a dance. He told you there would be an out of town orchestra, that all of the fellows would be there, that it was the biggest and best dance of the year, that Tom was going to take Grace, and Dick would tag it. As the story unfolded, your interest grew.

He didn't mention the price for a while. He made you first visualize the good time you would have, and finally, he added casually, "for only one dollar." Well, you were wavering. You knew your allowance for the week was spent, but somehow you thought you could persuade Dad to give you the money. Desire had supplanted reason—you *wanted* to go. AND then the ticket seller used his best trump—the argument that would move you to action. "Helen will be expecting you to take her," he said, "but Jack said this morning he thought he might ask her to go." What? Jack taking Helen to that dance! Never. So you promised to pay for the ticket in a day or two. The sale was made.

Now, remember those four steps in any of our letter problems where the goal is to make a sale. Remember that you must get the reader's attention, arouse his interest, build desire, and finally, drive him to action. That's the way the job is done.

What about this letter to Sarah Belle Jones? Well, part of the sale has already been made. You got her attention with the catalog. She has proved her interest by writing to you for more information. Her desire to own the stove is also evident. All that you have to do is to strengthen that desire

in her mind to the point where she will call to her husband, "Henry, get out the car, and drive me to town. I want to send a money order for that stove."

Yes, your biggest job in this letter is to get from third base to the home plate—to move Sarah Belle Jones to action.

### The Contest Rules

The rules of our letter contest are simple. You should send two copies of your reply to Mrs. Jones to the Business Letter Contest Editor of the *BUSINESS EDUCATION WORLD*, 270 Madison Avenue, New York, N. Y., not later than November first. One copy must be on plain white paper and unsigned. The other copy should carry your name and address. Only the white copies of the solutions to the problem will be judged. In that way, your entry is guaranteed an unbiased decision.

To the student, and to the teacher, writing the best letters, there will be awarded a prize of \$5.00 each, with \$3.00 for the winners of second place in each group. The winning letters, and my comments about them, will be published in the December issue of the *BUSINESS EDUCATION WORLD*.

Each month, there will be a new problem to test your skill. Start with this one, and try them all. Learn how to write good business letters. It is something that every person in business needs to know.

### Hints on English for Stenographers

TEACHERS of English and business correspondence, of secretarial training classes, and of transcription classes will welcome a pamphlet entitled "Hints on English for Stenographers," by E. Lillian Hutchinson.

The pamphlet contains reprints of three of Miss Hutchinson's popular articles appearing monthly in the *Gregg Writer*. They are entitled, "How Do You Handle Your Dates?" "What Stenographers Want to Know About Salutations in Letters," and "Five Questions on End Punctuation."

Complimentary copies of the booklet may be obtained from any office of the Gregg Publishing Company.

# PROPAGANDA IN OUR SCHOOLS

**Mr. Haas questions the value of certain free supplementary materials offered to students, and suggests that perhaps there is more here than meets the eye**

• KENNETH B. HAAS, Ed.D.

High School, Kearny, N. J.

LIKE to stay on the same side of the fence with the other fellow, unless I have some real reason to be on the other side. I don't like to go around the world with a chip on my shoulder and looking for one on everybody else's so that I can knock it off. I don't like to be a "no" man and I don't want to take on the coloration of a reformer. But when there is some real reason, something worth believing in, something that I think is important, I'll fight for it.

I have been mildly aroused by the publication in the *BUSINESS EDUCATION WORLD* during the past several months of a list of supplementary materials for teaching business subjects.<sup>1</sup> In the January, 1935, issue there appeared a description, with photographs, of a school exhibit recently held in one of our high schools.

## Thousand and One Concerns

I wonder if the great body of business teachers know why there are a thousand or more concerns in this nation of ours who are delighted to send similar supplementary materials "free" on request.

I wonder if teachers realize how they are being used to further commercial interests, some of which are not for the best public good.

I wonder if magazines devoted to business education do well to encourage the use of these displays and other "free" material.

I agree they probably provide some amplification, but do they really enrich the course for the best good of the most pupils?

I wonder if any hidden values to commercial pupils are involved in the construction

of cardboard and beaver board displays. What does a pretty background and a display of canned soups and hair tonic offer in the way of evidence for sound training in salesmanship and business organization and management?

I wonder if our vocational and social business courses would not be better balanced if our teachers were better trained in consumer education. And if emphasis were to be eased from the study of production and increasing income to a study of consumption and a wiser use of income.

I have not counted the number of offers of displays, books, charts, pamphlets, bulletins and products mentioned in the issues for October, November, December and January. There are hundreds of them and the great majority are apparently free for the asking. (How and why they are paid for and by whom might prove to be an interesting study for a research thesis.) I have analyzed these listings, as well as my own, in the light of Lumley's definition of propaganda.

Lumley defines propaganda as: "Propaganda is promotion which is veiled in one way or another as to (1) its origin or sources, (2) the interests involved, (3) the methods employed, (4) the content spread and (5) the results accruing to the victims—any one, any two, any three, any four, or all five." Propaganda often comes in the form of advertising, but it must be distinguished from ordinary advertising. For example, a public utility company might urge the consumer to install electric fixtures. This is ordinary commercial advertising. It is trying to control individual consumers directly, trying to make them spend more money for electricity and less for something else. It is propaganda

<sup>1</sup> "Sources of Supplementary Materials for Teaching Business Subjects," compiled by S. Joseph De Brum. First installment appeared in October, 1934, *B. E. W.*, p. 156.

when the same utility company issues pamphlets, pays speakers, and dictates or censors textbooks, for the purpose of checking the spread of the municipal or government ownership idea. The company is then trying to control, not individual consuming behavior, but the formation of a social policy with regard to public utilities. Finally, the purpose and the source of propaganda is often not apparent, while advertising is usually information and traceable to its source. Need we be reminded that exceedingly clever experts create propaganda that is constantly directed toward re-directing our reasoning and changing our buying habits and ways of living?

### Ninety-five Per Cent Propaganda

When put to the test, according to Lumley, whatever ways and means are used, about ninety-five per cent prove to be propaganda. Since I am familiar with the majority of the suggested sources for "pre-enrichment" material, I am willing to declare that they, too, will scale about ninety-five per cent propaganda.

The quaint notion that such free supplementary materials help to socialize and make a child's education more real would seem to be erroneous. At best such education is biased and built around adult activities, directed by adults and tempered by the "free supplementary materials to enrich courses."

Read Lumley's books.<sup>1,2</sup> Read Odegard's book.<sup>3</sup> Then examine some of the teaching units for socialized instruction issued by the Bureau of Publications, Teachers College, Columbia University. You will find units on banking, the grocery store, the milk business, the radio business, fishing, electricity, shoes, and so on. None analyzes consumer needs; all praise profits and expanding production facilities. There is little or nothing of an actually socialized or realistic attitude toward life's problems in these teaching units.

Public schools (high) have been used as fruitful fields in which to sow the desire for

future wants—the articles which are advertised and propagandized.

Teachers should realize how commercial enterprises prepare and disseminate propaganda, how the most skilled copy writers, artists, statisticians and psychologists prepare these assaults on our pocketbooks.

The public schools, particularly the elementary and high schools, have been fertile ground for the insinuation and dissemination of advertising and sales propaganda for all kinds of branded goods.

How propagandists "plant" educational exhibits and materials in class rooms is told in a recent issue of *Printers' Ink Monthly*.<sup>4</sup> Examine some of it:

Twenty-three odd million elementary school children in this country, supervised by about 700,000 teachers, jointly present a vast specialized market. This is a field which may be approached with an educational advertising and selling plan by the offering of 'enrichment material' to the teachers and their classes.

In reaching this cumulative market, many advertisers have partially paid for advertising space used in teachers' publications by requesting payment for material. In fact, in some instances the money so taken in has exceeded the cost of the advertising space.

The Hills Brothers Company, New York, worked the Dromedary Date message into an effective color poster. . . . This was readily accepted by the teacher. . . . The sending of 4 cents in stamps by 2,900 teachers, as a result of one advertisement, is evidence of the appropriateness of the offer.

### Another Type of Campaign

Lever Brothers' advertising in educational magazines shows a picture of the Lifebuoy Wash-up Chart. The heading of the advertisement reads: 'Free Wash-up Chart and School-size Lifebuoy for Every Pupil. . . . Over 200,000 teachers, over 9,000,000 children have taken part in these Clean Hands campaigns with all the sport of playing a game.' . . . The teacher awards a star at the end of each week, for a perfect record. . . .

One full-page advertisement by Lambert

<sup>4</sup>*Printers' Ink Monthly*, August 1933, p. 34.

<sup>1</sup>Lumley, F. E. *The Means of Social Control*, The Century Company, New York, 1925.

<sup>2</sup>Lumley, F. E. *The Propaganda Menace*, The Century Company, New York, 1933.

<sup>3</sup>Odegard, Peter. *The American Public Mind*, Columbia University Press, New York, 1930.

pulled 76,000 coupons requesting 2,500,000 outline drawing of three children gargling with Listerine. These drawings are colored . . . and then carried home so that the parents may see them.

Other propagandising reaches into the consumption habits of families through such "gifts" as wall charts and other material extolling the merits of United Fruits, Bananas, Cream of Wheat, H.O., Eagle Pencils, Palmolive Soap, Casco Glue, Waterman Fountain Pens, Ovaltine, Cocomalt, Celotex, Fisher Bodies, Sunkist Oranges, Household Loan Corporations' budgeting booklets and charts of public utility and banking concerns.

The amount of commercial "enrichment" material sent to schools would be hard to estimate, but the California Fruit Growers' Exchange distributed the following during 1932:

11,546,427 copies of Sunkist bulletins to domestic science teachers.

19,192 colored posters to elementary schools.

16,741 educational wall charts to commercial geography classes.

15,000 copies of a new textbook and syllabus to elementary grade teachers.

10,102 Sunkist recipe file cabinets sold to girls in high school domestic science classes.

Examine the *Journal of Home Economics* and *Practical Home Economics*. Count the offers of free material or material offered for postage or a small sum of money.

### More "Free" Products

Another organization is *The Home Makers' Educational Service*, a business enterprise which makes it a profitable business to supply home economics teachers with "free" products, wall charts, pamphlets and a monthly bulletin. Their reward is a commission charged to its customers: the firms who make and sell the products. This organization makes contacts with home economics teachers and places the products they promote in the classroom.

The real test of propaganda and of advertising lies in the functions they perform. Does the future buyer purchase more intelli-

gently because of his classroom exposure? Is propaganda untruthful or misleading? Does propaganda cancel important social values by its pressure on our newspapers, radio, periodicals and public schools? Does it make the consumer rely upon brands, trademarks and slogans, rather than placing his reliance upon his own common sense and impartial standards? Does propaganda make for a false sense of values in that it has a tendency to direct our spending into the fields of questionable value: cosmetics, self-medication, autos, movies, get-rich-quick schemes, deficiency foods and exotic fruits.

Many thinkers are beginning to question the value of propaganda (and advertising). They have indicted the whole profession. While this attitude may be unfair, we must admit that these agencies are not all a net gain to the great majority of citizens.

### Must Appreciate Its Value

Before anything can be done about this important problem, the pupils must be made aware of its value. Here and there a few truly progressive teachers are offering instruction in such matters. Consumers' Research is reaching a comparatively small group of people. An increasing number of articles in periodicals are calling the attention of educators to the growing danger to society as a whole of uncontrolled propaganda, slogans, advertising salesmanship and social pressure.

The business teacher who is curious and interested enough to wish to read more about the public mind and how it is manipulated will wish to read Lumley's books *The Propaganda Menace* and *The Means of Social Control*, and Odegard's *The American Public Mind*. The prediction may be reasonably safe to make that after reading these books teachers will hesitate a long time before they write for "free" materials to "enrich" and "vitalize" their teaching.

No one would consider placing our schools in the hands of those seeking profits. Yet many of our teachers, no doubt unwittingly, are placing the schools at the mercy of clever, calculating individuals, motivated solely by profits.



# LESSON PLANNING IN TYPING

**We present this month the first of a super-series of articles on the teaching of typing by international authorities on this topic**

## • HAROLD H. SMITH

Editor, Typing Texts  
The Gregg Publishing Company

THE logical development of this series of articles on the teaching of typing calls for a discussion of lesson planning in the first article. Three elements are essential to the lesson plan. The plan must be:

1. Specific in aim.
2. Based on a thorough understanding of the needs of the learners at any given point.
3. Based on a thorough understanding of the best way of meeting these needs.

We must assume some sort of course plan. The simplest kind of typing course from which any possible justifiable end may issue has come to be called *personal-use typing*. More complex courses fit the learner to do plain *business typing* or stenographic work.

Since the learner cannot adapt skill to personal or business uses unless he possesses it, it is obvious that all learners must first acquire *basic typing skill*.

Basic typing skill involves not only "learning the keyboard," but also learning to make skillful movements to use the keyboard and the other parts of the machine. It involves *knowledge*, plus *attitudes*, plus *skill*. And attitudes and skill may only be acquired through correct and sufficient drill.

Further, basic skill in using the typewriter as a writing tool involves the ability to write in a sustained fashion. The justification for the expensive typewriter is that it enables the user to write much faster, more legibly, and with less fatigue than with pen or pencil. Hence, until the typist can write on the typewriter in sustained fashion faster than from 20 to 25 words a minute, he can hardly claim to have justified the cost of his instruction.

Another and heretofore little considered angle has to do with what constitutes a minimum basic skill that can be applied without

noticeable loss to the production of practical typewritten papers. Obviously, if sufficient sustained basic skill has not been acquired to make the typing operation at least somewhat automatic, the operator will not possess enough free attention to think of the form or content and to continue typing. No one has determined this minimum point scientifically, but many qualified observers have set it at from 35 to 50 gross words a minute. It is abundantly evident that the higher this basic skill, the more automatic and faster will the typist "write," and the greater will be his ability to do practical typing.

The second phase of all typing courses deals with the *application* of basic typing skill to personal or business uses.

### The Teacher Should Analyze Skills

In planning lessons for the basic skill section of the typing course, the teacher is confronted first of all by the need for breaking down the intricate mass of knowledge, attitudes, and skills which must be ultimately integrated into a smooth working whole. We have elsewhere<sup>1</sup> suggested the essentials of fundamental typing skill.

Many of them have to be further broken down because by so doing they can be more quickly or better introduced into the ultimate structure of personal typing skill. However, it is only common sense to remark that all students do not need a detailed analysis of such movements as returning the carriage for a new line. Many will "get the idea" from seeing and hearing a demonstration. Others will miss part of the idea in the first

<sup>1</sup> The American Shorthand Teacher, June, 1929, page 360. The Gregg Publishing Company.

# ANALYZE, THEN INTEGRATE

advises Haro'd H. Smith in the accompanying article, "Planning the Typing Lesson."

MR. SMITH divides lesson plans into the following three major units:

I. *Early* lesson plans must develop correct mental operations and physical movements for

1. The minor skills
  - (a) Machine adjustment for work.
  - (b) Handling the machine in work—excepting keyboard operations.
2. The lower-order major skills
  - (a) Typing individual lower-case characters.
  - (b) Typing individual upper-case characters.
  - (c) Spacing with the space bar.
3. The higher order major skills
  - (a) Typing frequent combinations of two or more letters, including some words.
  - (b) Typing a few frequent combinations of two or more figures, punctuation marks, etc.
4. The blending of lower- and higher-order major skills
  - (a) Typing words partly as individual and partly as combination movements.
  - (b) Typing sentence material continuously through individual and combination stroking as required.

II. Lesson planning to perfect ability in using the typewriter as a *basic writing tool* must train for

1. Increasing sustained capacity in continuous typing on paragraph material—accuracy first, but always speed—*quantity* with *quality*. (Study the typical lesson plan in Mr. Smith's article.)
2. Similar ability to record his own thoughts and ideas on the typewriter, a process basic to transcription and all intelligent practical typing. (Until the typist can copy 35 to 50 gross words a minute from paragraph material, vocational training in transcription and business form work is harmful and wasteful.)

III. Lesson plans covering all forms of *practical typing* must systematically introduce the various applications of typewriting to personal and business use, their principal variations, and must develop the power of the individual typist to do all such practical typing intelligently with respect to the ultimate uses to which his work will contribute.

In its final stages this is pure job training in which *quantity production* is as important as *quality production*.

## EVERY LESSON PLAN

should provide for—

1. Warm-up and skill-improvement.
2. Individual and group drill as needed.
3. Self-criticism, measurement, and recording.

demonstration; but will get it satisfactorily if the teacher re-demonstrates. The small group remaining will constitute corrective cases, most of which will have to be dealt with individually.

The teacher who depends largely upon *demonstration* as a method will know that the student's time is being devoted mainly to the best type of learning—actual typing practice.

### The Teacher Should Integrate Skills

But, if there is a need for analysis and piecemeal coverage in initiating and developing skillful typing movements, there is also need for synthesis and integration of these movements into more and more complex wholes. This introduces the element of recall of previously learned movements and of their further improvement so as to produce more and more typing skill. Here we are faced with the physiological and psychological conditions under which learners appear for their regular typing practice.

### Necessary Steps in the Practice Period

1. First of all, there is the known need for a preliminary warm-up at the beginning of each practice period and before attempting any new phase of typing. The nature of the warm-up will vary throughout the course, but a *warm-up is a necessity*. If the teacher does not provide for it, the student will always pass through it in a very much less intelligent and effective manner as he struggles with the typing movements he seeks to perform.

The warm-up naturally progresses at certain points into a skill-improvement effort on some phase of skill in which the typist realizes a lack.

In general, the warm-up period will be longest in the early lessons—perhaps occupying ten to fifteen minutes scattered throughout the class period. In the sustained skill lessons it will require from five to fifteen minutes at the outset of each period. In the practical applications section of the course it will never need to exceed five minutes at the beginning of the period, unless some special operation is to be improved.

2. In the early part of the course, following the warm-up, there must be *individual practice* on the day's assignment. This may be preceded by a brief demonstration and unison drill if the class does not understand how to practice. During this portion of the period the teacher should be especially active in individual criticism.

As soon as all can type paragraph material, this part of the period will resolve itself into teacher-controlled efforts for definite purposes—some untimed, others timed for short or long periods; some for accuracy; some for speed; and some for steady fluency. The observant teacher will find many opportu-



Underwood & Underwood  
HAROLD H. SMITH

ities here for intelligently directed remedial and skill-improvement work based on what she sees as the students work. These intensive efforts will break up the steady drive toward the more general goals of speed, accuracy, and fluency. What these opportunities are, and when and how they should be met cannot be determined by any teaching rules-of-thumb. Their need must be *observed* by the keen teacher herself as the students work.

To be fully effective, they should be met immediately through efficient skill-improvement practice. The teacher's experience and her own skill as a typist, together with her

understanding of it, must be the sole source determining the best way to plan that part of the day's work.

In this view, it will be seen that the teacher remains responsible for proper and continuous planning, for right motivation, and for the efficient execution of her teaching plan.

3. There remains but one phase of the lesson plan about which much has been said but far too little done. It is acknowledged that, in order to make the best progress, students must be conscious of present accomplishment, must establish and maintain a continuous record of progress, and must use it as a guide in determining their attitude toward future practice. It is a recognized necessity as a vehicle for acquiring the vital attitude of self-criticism.

At least two or three minutes should be saved toward the end of each class period for this purpose. A definite portion of each day's work should be measured, not alone for its accuracy, but also for its speed; and at certain points other items, such as evenness of touch, arrangement, etc., should be considered and recorded. Generally, however, we may say that the *quantity* and *quality* of today's typing should be carefully measured, judiciously recorded, and intelligently studied in order to insure that the student shall have the right attitude for tomorrow's practice.

### Monotony Is Unnecessary

It is clear that this fundamental lesson plan involving: (1) Warm-up; (2) individual and group drill on the assignment; and (3) self-criticism, measurement and recording, applies to both the basic training and practical applications of typing courses. The time and emphasis upon each step will vary greatly throughout the course, but, let there be no mistake about it, there is no excuse for reducing these steps to monotony by employing meaningless, stereotyped, warm-up drills, unison drills, fixed, or arbitrary standards of performance, group remedial work, slavish correcting of papers, or complicated systems of recording achievements and thus making the teacher a clerical martyr.

Perhaps the best way to illustrate practical lesson planning under these principles would

be to suggest a workable lesson plan for a definite lesson in the sustained skill section of the course.

### Typical Sustained Skill Lesson Plan

Let us take as an example a lesson in the fourth week of the beginning semester.

If the students are advanced, many teachers have already taught them the excellent expert's rhythm drill (*a; sldkfjghfjdksla; etc.*). If so, students begin typing as soon as they reach their machines. The intelligent repetition of from 5 to 10 lines of this drill will suffice to recall skillful stroking movements.

The first exercise may be a word drill to improve stroking and word-pattern ability. It need not exceed 10 lines in length. The best method of practice to build up word patterns has already been taught. Between 5 and 10 minutes of individual practice will suffice to this point in the lesson.

A keyboard review may be provided. Students will be habituated by this time to reading the specific instructions that accompany exercises if the teacher has emphasized their importance. If not, it is the teacher's responsibility to call the student's attention to important points in content or instructions. This type of exercise is merely a means of periodically recalling the rarely-used motions already learned. They are not yet automatized; indeed, it would hardly be worthwhile to automatize them, considering the excessive amount of daily artificial recall practice that would be required to maintain the automatization. One or two copies will afford sufficient practice. While generally accurate work should be expected, 4 or 5 errors in 10 lines would not be excessive, and certainly no perfect copy should be required. Allow 5 or 10 minutes.

The next stage in such lessons usually consists of material in paragraph form. Con- test copy is always usable.

If proper instructions as to attitude, aim and stroking rate are provided by text and teacher, each student will type the exercise through at least once, following with the specified skill-improvement practice after each repetition. This should not require more than 20 minutes.

At least one of the repetitions should be directed toward producing a *correct* copy—accuracy. One, typed for *best speed*, may be timed. The accuracy effort ordinarily should not be timed. Additional repetitions may be timed, but it is recommended that no timing longer than 5 minutes should be indulged in so early in the course. The ability to sustain whatever skill is possessed over a 5-minute period would be satisfactory achievement at this point.

About 40 minutes can be beneficially used thus far in the period.

The remainder of the period should be spent in analyzing the reasons for any errors that may have appeared, particularly in the accuracy effort on the paragraph matter, in brief skill-improvement practice on the few errors not due to carelessness, and in calculating the speed of the reasonably accurate, timed efforts. The only results that need to be recorded are those of tests one minute or more in length. Up to and including 4-minute tests, record only the results of those without error or with no more than one error a minute. Tests 5 minutes or more in length should be recorded on a graph showing both *speed* and *accuracy* curves.

The most fruitful procedure in this portion of the period will revolve around the tendency of students to become critical and intelligently self-directed. Very little encouragement and advice on this score are needed from the teacher in order to produce an almost ideal atmosphere for future daily progress.

Space will not permit a presentation of typical lesson plans for the other sections of the course. Needless to say, all lesson plans are capable of infinite variation. The teacher's manual accompanying the modern typewriting text will give valuable suggestions. Future articles in this series will also contribute to this subject.

If we were to utter a word of caution, it would be to emphasize that each lesson be planned with a single major aim. Do not mix lesson plans of different types. It takes too long for the student to orient himself to any given major aim, and the shortness of the class period precludes the realization of two major aims in one period.

## Comments on Mr. Smith's Paper

By WM. R. FOSTER

East High School, Rochester, N. Y.

**Y**OUR commentator, a classroom teacher, is going to present what he has to say from the point of view of the classroom teacher for the classroom teacher. For I know all too well the heavy demands made upon him by his heavy schedule, his large



WM. R. FOSTER

classes, quite likely a home room and some extra-curricular activities, probably care and supervision of the typewriter equipment, and then more than likely a class or two in some other subject that requires extensive additional preparation. In the light of all this, I am going to analyze this series of papers to point out what I think will help many typing teachers to do the job a little more easily—and still not forget to challenge each one of the authors in the series, if need be.

For fear that some teachers may pass over some of Mr. Smith's basic principles as thick vaporizing from a private laboratory rather than smoke from the classroom battle, let me call attention to several high spots. No movie could have greater continuity than Mr. Smith presents in his typical lesson. Each step contributes in a logical order to a definite purpose. The plan is basically sound. Does it seem trite to point out that if there is no plan or only a vague goal in mind, the pupils' learning will be proportionately ineffectual since there is little for the pupils to react to? And yet don't you know of teachers who seemingly think it unnecessary to plan their work except as they use the planned exercises of the author of some text? A textbook may be well planned and still give no definite procedure for such divergent groups as regular commercial pupils, post graduates, subnormal groups, and adults in evening school.



"Warm-up is a necessity." Yet I have heard more than one teacher say to a class immediately after the starting bell, "Head up your paper for a 15-minute test." Then, 30 seconds later, "Ready! Set! Go!" Athletes can always do much better after a warm-up. The expert typing demonstrators warm up. How much more should our inexperienced beginners!

### Requirements of the Teacher

Only the new type of typing teacher can fill Mr. Smith's specifications—a teacher who, among many other requirements, will be able to guide "students to become critical and intelligently self-directed" so as "to produce an almost ideal atmosphere for future daily progress." He *observes* his pupils as they work rather than observing errors on papers—he is catching the errors before they become habits. Among physicians he would be a health officer, not a hospital surgeon—certainly not a coroner. An ounce of prevention is still worth a pound of cure. He has time to do this observation for he is no "clerical martyr." Also he has had some of his load lightened by the self-criticism of his pupils. And criticism here means self-appraisal, not the development of an inferiority complex.

Now some cautions. The school of psychological thought I generally follow would caution, as Mr. Smith does, against too much breaking down of skills—there is danger of getting lost in the woods of detail. Put emphasis rather on demonstration and simple integration; leave the finer points until a little later. Pupils at first can make only gross responses.

Don't be alarmed over Mr. Smith's minimum standards of 35 to 50 gross words a minute. As he says, this as yet has no scientific background. Why could not it be perfectly possible for a slow-minded pupil to write automatically at, say, 25 words? To be sure, if we are speaking of business values and not personal-use typing, probably 35 to 50 words automatically are required in order to do practical typing. At any rate, if a teacher does his job conscientiously, I'll take a chance on results. We cannot make a Tanager out of a moron.

If you have had much experience, I am

sure you will find the suggested time schedule interesting when compared with your own. Mr. Smith is very careful to state that "the time and emphasis upon each step will vary greatly throughout the course." If you are new to the game, you will likely want to try your wings with this schedule, but remember that this can be only suggestive and that you must adapt it to your local conditions.

If there are any specialists listening in, let me add this for their benefit too. I was once secretary to a great language teacher. He worked out time schedules for every lesson to a minute. His older teachers either would not follow them although claiming they did, or they were so tied down to the lesson schedule sheet that their teaching lost its necessary personal quality. The younger teachers liked the schedules as something to shoot at, but all got most out of this expert's demonstration teaching. Nevertheless when he had but one demonstration class a day and the help of the observer, even this genius could not meet his own schedule requirements at a hard period in the day. What could he expect of a green teacher with five classes, not all alike, when such difficulties arose as short periods?

### Rest Insures Better Learning

This day and age seem to demand, even more than ever, of its white-collar workers that they be "doing something" every minute. (This is not the same as "something doing" every minute.) But some mention might have been made of the value of an occasional recess. A rest of the right kind has been found by the psychologists<sup>1</sup> to insure better learning, and by some industries<sup>2</sup> to increase production phenomenally with a decrease in time spent. After all we want maximum results, not mere "busyness."

While there are several other points that make me want to comment, space does not permit. Future papers will doubtless serve as well.

<sup>1</sup> Wheeler and Perkins, *Principles of Mental Development*; New York, Thomas Y. Crowell Co., 1932.

<sup>2</sup> Jones, E. D., *Administration of Industrial Enterprises*; New York, Longmans, Green, 1919.

# EFFECTIVE PUPIL GUIDANCE

**We have failed to utilize the possibilities of business arithmetic in our guidance program, is the opinion of the writer of this, the sixth article in the series**

## • E. P. BARNES

Instructor and Boys' Adviser, Deerfield-Shield High School, Highland Park, Illinois

**E**FFECTIVE guidance requires both information and experience. No student can safely choose a vocation in which he may be happy and successful if he is not familiar with the direct social importance of the position and its relationship to other essential activities. He should also know the average remuneration received in the various vocations, and he should experience, under conditions approximating those found in industry, the mental and physical requirements placed upon the worker. A correlated program of guidance based on both information and experience should prove valuable in assisting the student to determine the fields of endeavor in which he is most capable and desirous of further preparation for a position.

All too frequently the subject of business arithmetic has failed to play its part in the guidance program. Perhaps this has been due to the tendency of many classroom teachers to shift all the responsibility for educational and vocational guidance to the vocational guidance director, the principal, the deans, and "home-room" teachers. In many cases arithmetic teachers have been willing to do their part, but they have lacked current business contacts and a first-hand knowledge of the applications of mathematics to every day business problems. This experience is essential to a realistic and convincing presentation of arithmetical processes from a functional point of view. Then, too, there are those who feel they must give all their time to developing skill in the fundamental processes and teaching the student the technique of problem solving. This is particularly true in cases where one semester is given to the subject, and the classes are filled with slow pupils. Finally, many teachers feel

that the traditional aims of the course are still of sufficient importance to warrant its retention in the curriculum.

As a result of the failure to keep pace with the modern trend in curriculum revision prompted by present-day needs the course is falling into disrepute. Some schools have already curtailed the time allotted the course to one semester. Others have displaced it in the curriculum with general vocational and consumer informational courses. The course is potentially too valuable to be discarded. It needs to be vitalized. Teachers must be made aware of its guidance possibilities. This can be done by (1) recognizing the exploratory aim of the course to be of more importance than the immediate vocational aim, and (2) by correlating commercial arithmetic with junior business training.

### Aim Should be Exploratory

Much effort is now being placed on decreasing the number of "drop outs." The immediate vocational aim in a freshman or sophomore course naturally works at cross purposes with this modern tendency. There is no longer a demand for young high school students in clerical positions. The present task of arithmetic teachers is that of assisting the student in determining his interests and abilities which lie in the rather broad field covered by the subject. That will not be done unless the course is planned with the exploratory aim in mind.

The correlation of commercial arithmetic with junior business training will make possible the use of a wealth of informational material. This material should serve to motivate the student at the beginning of each

new functional unit of work. Consequently, it should do much to eliminate disciplinary problems and lack of application which psychologists tell us commonly result from lack of interest. Moreover, the material will prove fruitful in assisting the student to discover new fields of interest. No doubt a correlation of the two subjects presents many problems. But the subjects interweave readily—one furnishing information, the other occupational experience—and the results should well repay one for efforts expended. A good correlated text, which is greatly needed at this time, would facilitate the formation of a workable program.

### Preliminary Work

If the guidance aim is to be realized, a carefully laid plan in advance is essential.

*First.* A good correlated text should be selected which is organized on the basis of functional units such as making calculations required by the following:

Cashier.	Contractor.
Inventory clerk.	Bookkeeper.
Payroll clerk.	Bond clerk.
Sales clerk.	Broker.
Billing clerk.	Assessor.
Stock room clerk.	Actuary.
Postal clerk.	Foreign exchange clerk.
Bank clerk.	Consuming public.

*Second.* The time allotted for the course should be divided among the functional units. In choosing the time for each unit one must consider the difficulty of the work, the arithmetical ability of students taking the course, and the relative importance of the subject matter of the unit in the community. No definite rule can be laid down. One must expect to spend more time on units involving the more intricate processes. The best interests of the group are seldom served by keeping on one unit until all have mastered it. There are always a few in the class who will do well to acquire even the skill in problem solving required of an intelligent consumer. The two or three gifted students should not be pushed on to other units as soon as they have demonstrated their ability

to solve the practical problems given in the text.

The greatest good cannot be obtained from a correlated program unless the group is kept together. This can be done without loss to the brighter students. They should be motivated by additional credit to do extra work in the unit—not more of the same grade of work, but more difficult problems. In many cases they should be encouraged to bring additional practical examples from



E. P. BARNES

home or from some business man whom they have interviewed. Then, too, they should help the less gifted students to solve the problems. In this way they learn to cooperate, to exercise initiative, and to govern themselves—all of which are important traits in vocations.

One must thoroughly cover all units which may function for the student in his own immediate community. That does not mean, however, that units such as "Doing the work of an actuary" or a "foreign exchange clerk" should be omitted in communities where there are no positions in these fields, nor must they be omitted because they are infrequently used by the average consumer in the community. From the point of view of vocational guidance, the maximum number

of units that can be successfully presented in the time allotted should be given. Oftentimes the most difficult, the less frequently used in practice, and the most frequently omitted units are the very ones which prove most interesting to the best students and are representative of the type of work which commands the highest salary.

*Third.* One should interview representative business men in the community and enlist their aid. A capable business man should be secured for a talk on each unit of work at least a week or two in advance of the day and hour he is to appear. Much valuable time is saved and a better impression is made if one carefully drafts an outline of the points to be covered in the talk and reviews it with the speaker. Business houses in the community are usually willing to furnish speakers, guides for instructional tours through their offices, and reasonable amounts of sample materials.

### A Workable Program

Each functional unit should be presented in the following order: (1) General Information, (2) Presentation of the Arithmetical Process, (3) Drill, with simple applications, (4) Application to the Project, (5) Unit Test, (6) Information Sheet.

The general informational feature is obtained from the junior business training phase of the correlated course. It serves as an introduction to the occupation and aids in building up an understanding of the social necessity of this branch of endeavor. In this section of the work practical business men should be presented to the class. A business man, known to be a representative from the field to which the class is giving attention, will be able to motivate the class to a greater extent than the text, the teacher, or a student. He can give them examples of problems he must solve daily; explain to them the conditions under which the problems must be solved; and inform them of the demands made, and the rewards offered by the business in their own community. When the informational phase is finished, the student should desire to solve the problems common to the occupation being studied—if not as a

worker in the field, then as a consumer of its goods or services. He should also know something of the working conditions in the industry, its requirements, and compensations.

The students should now be eager to have the teacher assist them in learning the arithmetical process essential to the solution of their problem. If they wish to receive information they concentrate more deeply, and

THE future of commercial education depends upon effective pupil guidance. Guidance cannot be effective without the intelligent help of every teacher. Mr. Barnes' article in this issue of the BUSINESS EDUCATION WORLD is the sixth of a series presenting the viewpoints of vocational guidance leaders in the field of commercial education.

The editor of this series is Dr. Elmer E. Spanabel, of the Fifth Avenue High School, Pittsburgh. Dr. Spanabel is a pioneer in commercial education as well as vocational counselling.

We want to get a nation-wide reaction to this series from teachers and school administrators. What are *you* doing to bring about in your own school the installation of the necessary machinery for practical vocational guidance? What is your opinion on this subject, based on your own personal experience? Send your comments to Dr. Spanabel in care of this journal.

quickly determine and demand further clarification of the points which they do not understand. They are now ready for drill.

### Not Too Much Drill

The exploratory or guidance value is often lost in the drill. The student might have enjoyed solving the practical problems had he not become prejudiced against the unit by too much drill. He left the informational phase of the work with the desire to solve a problem. Don't weaken that desire. Drill work, even in the fundamental processes, can be done successfully through carefully graded business problems built up of number combinations calculated to give practice in handling common groupings. For example, one may drill on addition and multiplication of whole numbers, decimals, and mixed numbers in the process of completing a series of payrolls. If the students wish to reach a

degree of achievement above that found in industry they will drill of their own accord. The teacher needs only to explain the advantage of certain groupings in addition, shortcuts in multiplication, etc. The class will do the rest. Students advance more rapidly if given sufficient opportunities to measure their achievement with that of other members in the class, and with what is expected in industry. Each student must have a goal to reach and surpass if possible.

As soon as a reasonable degree of skill is acquired in handling the development problems of the unit, the students begin the business practice. The basis of the functional unit loses its exploratory value to a great extent if it is composed of a group of unrelated problems. A series of related transactions requiring a final answer which summarizes the effect of all the transactions makes the work more realistic, aids the student forcefully to feel the necessity for accuracy in business.

### Business Office Training

Most psychologists admit that a transfer of traits is more likely to occur under similar situations. The classroom may be made to resemble a modern business office. The extra expense for such equipment will be repaid through a decrease of failures and an increased enrollment. Students will be required to present the type of work demanded in offices and will complete the transactions on standard business forms. The finished budget will be graded and the student ranked on accuracy, speed, neatness, etc. The class can now be examined on comprehensive tests covering the informational as well as the arithmetical phases of the work.

The teacher will find that participation in an effective guidance program vitalizes the course. More arithmetic will be taught and its application to business occupations will be better understood.

### Suggested Readings

- G. N. KEFAUVER AND J. W. CURTIS, "Visual Aids in Imparting Information," *Vocational Guidance Magazine*. VIII, (December, 1929), pp. 111-120.  
ELMER E. SPANABEL, "Effective Pupil Guidance,"

*The Business Education World*. XV, (February, 1935), p. 451.

COMMERCIAL EDUCATION IN SECONDARY SCHOOLS, Harry D. Kitson, Editor, Chapter IX, pp. 175-197, "Commercial Education in Secondary Schools," by John M. Brewer. Ginn and Company, 1929.

PRINCIPLES AND GUIDANCE, by Arthur J. Jones, Chapter VIII, McGraw-Hill Book Company, 1930.

TEACHERS COLLEGE RECORD, XXIII, pp. 900-915. "Vocational Guidances through School Subjects," by Harry D. Kitson.

GUIDANCE IN SECONDARY SCHOOLS, by L. V. Koos and G. N. Kefauver, Chapters VI-VIII-IX-X-XI-XXI.

### Educational Pamphlets Issued

THE Federal Office of Education has recently released a new publication on secondary education. It may be secured from the Superintendent of Documents, Government Printing Office, Washington, D. C.

How best to provide adequate instruction in occupations is a problem which many schools are facing at this time. In order to supply helpful information to these schools the Office of Education has secured reports from 1,111 high schools on their instruction in occupational information. Over 40 per cent of the pupils enrolled in schools giving occupational instruction are in the Middle Western states. Less than 10 per cent are enrolled in schools in the New England states. The results of this study may be found in Bulletin 1934, No. 11, (5 cents), "Courses in Occupational Information."

### New Idea Proves Useful

THE School of Business Administration of the University of Minnesota is to be credited with an excellent idea, which we pass on to heads of association program committees. The faculty of that school held open house during the last meeting of the Minnesota State Business Teachers' Association convention at the University.

Each instructor modified the presentation of his subject for that day so that it would be of definite interest and value to the teachers in attendance.

See page 180  
for B. E. W. Calendar



# THE INTANGIBLE VALUES

**The teacher's responsibility extends beyond the academic; in this article Mrs. Talmage discusses a few extra-curricular matters which collectively represent a great deal**

## • PAULINE SHELLEY TALMAGE

Head, Stenographic Department  
Wenatchee Business College  
Wenatchee, Washington

**E**VEN a very thorough knowledge of all the usual commercial subjects leaves the office worker's life empty if the "intangible things" are lacking. Since the "intangibles" are vital to success in a business career, surely we should emphasize them in our business schools.



PAULINE SHELLEY TALMAGE

What do we mean by the "intangible things?" Let us discuss them in their logical order.

*Morale.* The instructor who can give his students zeal to uphold them even in a flood of adverse circumstances is like a general who trains soldiers to win battles.

There was Leona; she came to our school self-conscious, fearful, the product of a well-meaning but over-religious family. She had been brought up to believe that she could do nothing of herself, and she was at the breaking point. Sometimes we despaired of counteracting her home influence, but in the end, she won out. She made good in her first position (a very fine one) and when she visited us three months later, her poise and assurance were proof that she was running her race well and had won the first half-mile.

*Personal Appearance.* No two people are exactly alike, and that in itself is sufficient reason for cultivating individuality in personal appearance. Girls especially should be encouraged to dress and behave becomingly. The teacher can do much by precept and example. We had one girl who did the most diabolical things; she admitted upon being questioned that she would rather be noticed adversely than not noticed at all!

Reform is often necessary in the matter of make-up. Isabelle, for instance, prided herself on refusing to help nature's handiwork, in spite of our efforts to convince her that the modern age demanded modern ways. One day she was sent out on a job; her employer told us never to send him another girl, no matter how good her work might be, who had no regard for her personal appearance. Isabelle has reformed now, and holds a good position. But we gave her personal help in the art of make-up before the change came about.

The other extreme is more often found. More than one employer sent Hazel back

before she learned her lesson. One man explained, "My clients told me they would go elsewhere if I did not find another girl for my office. One has the feeling of wanting to scrape the paint off."

### Teaching by Example

In this case, too, the teacher has a wonderful opportunity to teach by example even more forcefully than by word of mouth.

**Health.** Good health is a vital factor in the success of an office worker. Late hours, over-indulgence in either drinking or smoking, and other bad habits, claim strength and energy that rightfully belong to the employer; therefore, we must discourage these traits in students, for the employer has the right to demand the best of every worker. Anything short of the best is a dishonest bargain, and we owe it to our students to impress this truth upon them. Aside from that consideration, however, there is the fact that life passes all too swiftly, and any day that passes without a full measure of joy in our work is a day lost forever. Students can and should be taught that every day in which the full amount of study has not been enjoyed because of lack of sleep, physical unfitness, or avoidable absence, is just so much taken out of the future. The value of life is in living every minute of every day to the fullest possible extent, until work becomes a habit to be loved, not shunned.

**Truthfulness.** We believe in our students until they are proved to be unworthy of our belief. As a result, dishonesty seldom comes to the surface, but when it does we call a spade a spade, without, however, chastising the student before a class and thus losing our influence for good. We help the offender by a private talk which stresses his good points, and end by appealing to him to measure up in dependability. The response is gratifying.

**Honesty.** Honesty brings big dividends, not only in material ways, but in one's very countenance. Many an executive has chosen from a group the honest, reliable applicant whose features told the story without words. No one expects all young people to be beautiful, but the man or woman of sixty who has not the beauty that comes from clean

living has not lived up to his or her possibilities. Young people are not likely to realize this.

**Loyalty.** Perhaps this trait should have been listed first in our category of commercial preparations. An executive's knowledge that he can trust his secretary as a safety valve for his pent-up feelings, that she will listen quietly with interest and intelligence and keep information to herself (even forget it unless the employer again refers to it), is worth far more to him than the feeling that his secretary, while absolutely accurate, is not cautious. We all know that the mere recounting of a difficult problem, even to someone who knows nothing about the matter, may often help us to find the correct solution.

The loyal employee is faithful to the task that each day brings, just as though the business in hand were his own business; he is not always watching the clock, and he is not always glad when the day of work is over. Our young people should learn that "He who does no more than he is paid for is never paid for any more than he does." Business men have said to me often, "I want to employ a girl who isn't afraid to work a few minutes overtime; who can come back in the evening if necessary, to finish some problem, without a feeling of resentment. We always make up overtime to our employees in one way or another."

Loyalty means punctuality, too, and promptness indicates a real interest in the business, without which no one can succeed.

### The Debt of Loyalty

Loyalty goes further: the student should learn that as long as he accepts a salary from a firm, he should refrain from the unsavory practice of criticising those who supply him with the funds to purchase food to eat and clothes to wear.

**Initiative.** Students should be encouraged from the beginning to use their own ideas. A secretary who needs to be told every detail is not measuring up to the job. Students should learn not to expect praise for what has been done, for many men feel that, if praise is freely given, the worker will expect an immediate increase in salary. Another

point is that many an employer likes to believe, and to have his associates believe, that he thought the idea out for himself. Let him think so; he is paying for the time spent in his office and is entitled to compensation in whatever way brings him most profit and pleasure.

### What Is Initiative?

But students should learn that initiative does not mean substituting one's own ideas for those of the boss; initiative means carrying out his ideas without having to be constantly told what to do. I knew of one girl, a really efficient worker, who undertook just once too often to tell the boss how to run his business. She lost her job.

*Dependability.* A good memory must be cultivated if the worker is to be dependable. We can train our students to think and remember, and we must do so, because "I forgot" is not an excuse that will be considered by the employer. He pays for performance.

If a worker can be relied upon to take care of details, he is worth his salary. But he must have no false pride. Students should be taught to forget self, to concentrate on accomplishing the job in hand.

*Accuracy.* Many a good worker is without a job because of his inaccuracy. A business man came to me one evening to have some corrections made on a letter that had been thought ready for mailing. The writer had given quotations for a contract and the misplacing of that small thing, a period, had made the quotations \$4.00 instead of \$400! The student must learn to check his own work, and that is harder than checking the work of another.

*Anticipation.* A secretary who anticipates an employer's wants before a request is made is an asset to a busy man. But a secretary who can anticipate the employer's wants before he is conscious of them himself is priceless. One helper in my office is continually doing that; I wonder how I can go on without her when she has found her place in the world. I shall certainly congratulate the man who is fortunate enough to employ her.

*Stick-to-it-iveness.* The staying qualities, the adhesive tendencies, so to speak, in the

end will be a prime factor in winning out in business. Many boys and girls start out with a flurry, but never seem to go any further.

Several years ago a young man in my classes was just drifting, in spite of my efforts to interest him in his work. When the going became hard, he would always lie down on the job. I talked to him, tried to appeal to his pride. His answer was always the same: "I never did succeed in anything; when the going gets hard for me, I quit." But he did keep on, and today holds a very fine position with a large firm. He told me recently, "Do you know why I did not quit shorthand as I had done with everything else? It was because you told me you had never had a student who couldn't learn it, and I didn't want to be the first one."

One young woman, past girlhood, who had all the odds against her in the matter of fundamental education, but who possessed indomitable will power to hold on when failure seemed inevitable, reached an enviable position and has held it all during the depression. She accomplished this by doggedly staying with the thing she had set out to do, working and studying at night, and never admitting for a moment that she could be licked in this battle to climb. She told me the secret: "It is just this," she said, "I must make my mother proud of me."

The true teacher is never defeated, always hopeful that eventually some seed will be sown that will spring up to bear fruit, perhaps after many years.

A man I knew died at the age of eighty-three. He had been one of the successful early pioneer teachers. Among his effects was a letter on which was written in a clear hand, "I would rather have this now than a wagon-load of flowers on my coffin." His daughter opened it, to read a testimony from a woman who had written after twenty-five years to tell her former teacher how wonderfully he had shaped her life.

The teacher of the intangibles must be interested in each student personally, must learn of the real aim back of each life. Time may be too pressing during school hours, but in the odd half hours of morning and afternoon I have learned much about my students. Trouble and time are insignificant.

# THE IDEA EXCHANGE

• Edited by HARRIET P. BANKER

To encourage the exchange of helpful ideas, a three-year subscription to the BUSINESS EDUCATION WORLD will be awarded to each teacher whose contribution is accepted by the editor. Contributions should be short, and preferably illustrated.

**I** HAVE used the following plan to encourage speed and accuracy in shorthand and typing by means of the Gregg Writer awards:

The pupils' names are typewritten on slips and pasted one under the other on a card-board bearing the heading, Gregg Writer Awards. The chart is divided in half by three closely spaced vertical lines. The space on the left is ruled off in columns headed with the shorthand awards in the following order: O. G. A. Certificate, 60-Word Transcription Certificate, Complete Theory Certificate, 80-Word Transcription Certificate, 100-Word Transcription Certificate, and the 120-Word Transcription Gold Pin. The columns on the right are headed with the typing awards beginning with the O. A. T. Junior Certificate, followed by the Competent Typist 30-Word and 40-Word Certificates, the O. A. T. Senior Certificate, Competent Typist 50-Word Certificate, and the Competent Typist 60-Word Pin. The last column is reserved for the Certificate of Attainment.

As the awards are earned, stars of different color are placed opposite the pupil's names in the appropriate column. Green stars are used for the O. G. A. Certificate and for the O. A. T. Junior Certificate; blue for the 60-Word Transcription Certificate and for the Competent Typist 30-Word Certificate; red for the Complete Theory Certificate and the Competent Typist 40-Word Certificate; silver for the 80-Word Transcription Certificate and for the O. A. T. Senior Certificate; gold for the 100-Word Transcription Certificate and for the Competent Typist 50-Word Certificate. A Lawyer's Seal (gold) is used for the 120-Word Transcription Gold Pin, the

Competent Typist 60-Word Pin, and the Certificate of Achievement.—*Sister Mary of St. Claude, St. George's High School, Manchester, N. H.*

## Beginners in Typing

**F**OUR times as many students wishing to take at least one semester of typing as there were typewriters available! That, briefly, was our problem. To take care of this overflow, therefore, we worked out a plan of elimination, with standards set for the first semester's work. These standards were carefully explained to the students at the beginning of the term so that each one knew he must do at least C work in order to take typing the second semester.

The standards, based on fifteen-minute tests, are:

20 words a minute	D
25 words a minute	C
30 words a minute	B
35 words a minute	A

A student's grade on his drill and budget work must be up with or higher than his speed grade. The speed grades are varied from year to year to conform with different types of classes. Last year, for instance, I found it necessary to raise the standard three words a minute in each group.

During the first semester we teach "personal typing." This includes the keyboard, short business letters, simple tabulation and centering, outlining, and the care of the machine. A class of beginners is started at the first and second semesters to take the places of those who have dropped out.

Speed is not unduly emphasized, but, with a few exceptions, we have found that an ability to type business letters and other forms goes hand in hand with a reasonable speed. Since these standards have been set up the students, including those who are slow or are "problem" cases, show a more businesslike and studious attitude.—*Mary Ann Ripley, Clarion (Iowa) High School.*

### Thinking in Shorthand

IN order to develop the habit of "thinking in shorthand," the pupils in my beginners' shorthand class commence in the second term to make scrapbooks by cutting out the pictures used in illustrating advertisements of well-known products. An appropriate slogan is written in shorthand for each illustration.

For instance, with an illustration of a can of Chase and Sanborn's coffee, the slogan might be "You'll do better on dated coffee"; for a pound print of Brookfield butter, "Creamery delivered"; for Chipso, "Makes clothes wear longer."

The project is varied from time to time by including selected or original cartoons with shorthand captions. During the last few weeks of the semester, the students also write their favorite songs and poems in shorthand.

The pupils' interest in this sort of work motivates the project and accomplishes its objectives.—*Helen Werner, Bassick High School, Bridgeport, Connecticut.*

### A Double-Duty Chart

I AM prompted by Mr. Hankinson's description in the January *Business Education World* of the chart of brief forms and phrases which he uses, to write briefly of a chart which I have used on completion of Chapter Six of the Manual for a combined brief form and typing drill.

In our typing room we have a large chart, much like the one Mr. Hankinson uses. First the students recite in chorus the horizontal lines of brief forms until they are fairly familiar with the different forms.

Then each word is spelled and typed simultaneously; for instance, we spell "l-e-t space p-u-t space t-h-e-y space o-b-l-i-g-e space," typing each word as we spell it. Each day a line is added to the drill until the class has become proficient in typing the entire chart.

At intervals mistakes are counted and a record kept as an incentive to accuracy. No definite attempt is made to increase speed, though of course speed comes naturally through continued practice.

I found this plan very satisfactory as a teaching device last year. Now I am planning to use the brief form charts on the back of the Gregg Shorthand spiral notebook. In this way each student will have her copy in its proper transcribing place on her desk.—*Sister Regina Clare, Sacred Heart High School, Pittsburgh, Pennsylvania.*

### Candles and Cherries

IN both the first and second year typing classes for one term I used a candle-decorated tree and in the next term a cherry and hatchet chart as motivating devices to increase speed and accuracy.



Each branch of the tree represents a week of the six weeks' term. The candle on the edge of the branch indicates the higher rate of speed and the candle in from the edge,



the lower rate. The candles in the center of the tree are merely decorative.

For the second device, each student was given a hatchet with his name on the handle. These hatchets were arranged in order around the wheel in the center of the chart. The

The typing project introduces the students to the work of the copy writer and challenges their abilities along these lines. The students select from six to ten advertisements from magazines and newspapers and write original copy for them, leaving space in

## Typewriting Speed Project

### 1st Division

Weeks	Mon.	Wed.	Fri.
1st	25-2	24-3	28-1
2nd			
3rd			
4th			
5th			
6th			

### 2nd Division

Weeks	Mon.	Wed.	Fri.
1st	35-1	36-2	34-3
2nd			
3rd			
4th			
5th			
6th			



number in the center of the wheel designates the class. The boy and the girl who had the highest speed each day received a cherry.

In the first term, five-minute tests were given on Monday, Wednesday, and Friday of each week; in the following term, five-minute tests were used on each Monday, Tuesday, and Wednesday, and a fifteen-minute test on each Friday. The papers were first checked by the students and then rechecked by the teacher.

The daily record of words and errors was tabulated as shown in the accompanying illustrations.—*Sister M. John LaSalle, O. S. F., St. John's High School, Middletown, Ohio.*

### Two Interesting Projects

I HAVE used the following projects, one in my advanced typing classes and the other in my beginning and advanced shorthand classes, and have found them helpful.

which to draw or trace the illustrations. Sometimes the students color the illustrations. Each student puts his selections together in the form of a pamphlet, using one of the advertisements for a cover.

Additional credits are earned by making a typed report of two or three selected articles on advertising from current magazines.

The project for the beginning and advanced shorthand classes requires the students to select from eight to twelve poems which appeal to them as individuals. Each poem is typed at the top of a sheet of paper and the shorthand outlines are written below the typed copy. Each pupil makes a booklet from his selection, using one of the poems, or a design made from shorthand forms, as a cover.

Projects of this sort coordinate the various subjects in the curriculum.—*Eleanor Jeannette Graham, Union Free High School, Glidden, Wisconsin.*

# TEACHING TRANSCRIBING SKILL

**Transcription is still the weak link in stenographic training; the procedure involved in teaching this subject efficiently is clearly set forth in this article**

## • WALLACE W. RENSHAW

Manager, New York Office  
The Gregg Publishing Company

**T**RANSSCRIPTION is still the weak link in stenographic and secretarial training. Remarkable progress has been made in the teaching of shorthand and typewriting, but much still remains to be done before we shall realize the full possibilities of transcription.

Perhaps the most startling evidence of the progress that still needs to be made was furnished through a recent questionnaire I sent out in preparation for a talk before the Vermont State Teachers Association.<sup>1</sup> Among other things I asked the teachers at what rate their students were transcribing at the end of the fourth semester. Ten percent of the teachers who answered that question said that their students were transcribing at 80, 100, or 120 words a minute; obviously, they were thinking of the rate of speed at which the dictation was given, and did not have clearly in mind that transcription is the process of producing a typewritten rendition of matter that has been dictated.

In order to develop a healthy respect for the magnitude of the task of teaching transcription, consider briefly what is involved in transcription. Transcription is a brand-new skill made up of the coordination of other skills in each of which the student is still imperfect. In most cases transcription is begun when the student is halfway through his typewriting course and still has much to learn; he is concerned not simply with typing

technique, but also with the conventions of typewritten form. In reading his shorthand, he is painfully aware of the handicaps imposed by imperfectly made notes; he trans-



WALLACE W. RENSHAW

lates them into the equivalent words; he reconstructs the intended meaning of the dictator; he makes a selection between or among specific word equivalents of outlines, such as *to, too, two, in* or *not*; he struggles with both the conventions and the innumerable vagaries of the English language; he must take into consideration spelling, the forming of possessives and plurals, syllabication, hyphenation, capitalization, interior and final punctuation. He must do all these things in coordination,

<sup>1</sup> This address was printed in *The Commercial Educator* for November, 1934, official publication of the Commercial Education Association of New York City and Vicinity.

under pressure, and not with the traditional school standard of accuracy of 70 per cent, but rather a standard that is little short of 100 per cent.

If you will stop for a moment to consider what is involved in the preceding statement, you will agree that transcription calls for teaching of the highest order. The elements involved group themselves naturally under three headings:

1. Setting up teaching procedures for the developing of transcribing skill.
2. A technique for the diagnosing of difficulties experienced by the students.
3. The devising of remedial teaching.

### Sequence of Teaching Steps

Broadly speaking, transcribing is still not taught. To a very large extent teachers still finish their teaching of shorthand theory one day and then the next day take up what passes for the teaching of transcription. A few letters are dictated and the student is told to transcribe them. He does so to the best of his ability and submits his work to the teacher for inspection. The letters are corrected by the teacher, and the student copies from the corrected letters. Under such a procedure there is transcribing, but there is no *teaching* of transcription.

Transcribing can be taught, and, moreover, definite teaching procedures are possible. As in teaching all other subjects, the plan should be to work from the simple to the complex, from the easy to the difficult. What is the application of this principle to the teaching of transcribing?

The accompanying chart offers a suggestion for beginning transcription in its simplest possible form and then introducing new difficulties one at a time until the most exacting form is reached.

This chart includes as the first step transcribing from studied solid-matter plate copy. This is the simplest form of copy and it makes a good starting point. Because the matter has been studied, there are no difficulties in reading unfamiliar outlines; the plate offers shorthand of a superior quality and there are no difficulties because of faulty execution; a further possible difficulty is

eliminated by the fact that there are no problems in artistic arrangement, as there would be in transcribing letters. The job of transcription has been reduced to its simplest possible elements. In fact, there is no new problem except that of correlating the shorthand and typewriting—the task immediately in hand.

### CHECK LIST OF STEPS IN INTRODUCING TRANSCRIPTION

Steps	Matter			Shorthand	
	Familiar	Unfamiliar	Simple Solid Letters	Simple Plate	Students' Own Notes
1	x		x		x
2		x	x		x
3	x			x	x
4		x		x	x
5	x		x		x
6	x			x	x
7		x	x		x
8		x		x	x

The next step suggested in the chart is the transcription of unstudied solid plate copy. Here, one new element of difficulty is introduced—the reading of unfamiliar matter. The further steps indicated in the chart are self-explanatory.

Now, frankly, I do not know that that is precisely *the best sequence*. It might be argued, for instance, that the student's own familiarity with the peculiarities of his own shorthand writing more than offset the perfection of shorthand plate copy transcribed as unfamiliar matter. If you feel strongly that that is true, or will take the trouble to demonstrate it, you will change the suggested sequence in your own teaching.

Neither am I able to say that we need to refine the progression to the extent of setting up eight steps. Perhaps the whole thing should be more simple and direct. We shall not know the answers to these questions until some experiments have been worked out under controlled conditions. The important point that I should like to leave with you is the desirability of working from the simple to the complex, from the easy to the difficult.

A word about time element in working through this sequence: There would probably be little justification in spending a great deal of time in working through the sequence. Two or three weeks would seem to be ample.

Standards of Accomplishment

Standards of accomplishment, in terms of accuracy and speed, were revealed in the recent questionnaire as follows:

The question, "Do you systematically measure the transcription performance of your students?" was answered thus:

	No. of Schools	Per Cent
Not reporting	17	8.25
Yes	104	50.25
No	86	41.50
Total	207	100.00

Roughly 50 per cent reported that they did

According to the questionnaire already referred to, the amount of time devoted to transcribing is as follows:

NUMBER OF PERIODS WEEKLY DEVOTED TO TRANSCRIPTION

	Indefinite	Range	Median
First semester	43	0— 6	1
Second semester	33	0— 6	2
Third semester	17	0—18	3
Fourth semester	19	0— 9	3

Clearly, the number of periods is not sufficient for the task in hand. Now I know full well the restrictions of overcrowded curricula, the pressure of other departments for more of the students' time, the need for the greater enrichment of our own program, etc., but much in the course of study is now acknowledged by progressive educators to have less of disciplinary, cultural or vocationally functional value than was previously supposed.

MINIMUM TRANSCRIPTION SPEEDS

Semester	No Report	No Report on Rate	Misunderstood	To Nearest Words a Minute						
				5	10	15	20	25	30	40
First	176	3	18	3	7	4	1			
Second	164	3	24		15		7	2		
Third	139	3	25		20		13	7	3	
Fourth	135	3	22		5		15	10	13	4

MINIMUM ACCURACY

Semester	No Report	No Accuracy Report	To Nearest Per Cent					
			50	60	70	80	90	100
First	176	7	1		4	4	18	1
Second	164	12		1	2	5	28	3
Third	139	21			2	5	37	5
Fourth	135	19				5	39	9

systematically measure; 50 per cent answered "No" or gave an implied "no" by not reporting.

Another part of this questionnaire read: "If so, indicate the average standards of your groups."

Note: Number of schools included in this report, 216. From 62 to 81 per cent of the returns failed to report on transcription speed and accuracy standards.

Obviously, the fourth-term standards are not business standards, and there is still much to be done in raising transcription standards.

We are, therefore, fully justified in pressing for adequate time for developing the standards that will meet the requirements of the modern business world.

I should say that the minimum amount of time for developing acceptable standards would be three periods a week in the third semester and five periods a week in the fourth semester. Many schools are beginning transcription in the second semester and a few in the first. In asking for more time for transcribing, remember the old adage, "It is the wheel that squeaks that gets the grease."

(To be concluded)

## Mimeograph Association News

JUST before the close of school last June we received the following letter from Mrs. Blanche M. Wean, head of the commercial department, State Normal College, Danville, Indiana:



BLANCHE WEAN

I am enclosing a complete list of the awards made through the National Mimeograph Association to mimeographed papers throughout the United States. Since most of these papers are published by commercial departments and since there seems to be such a great interest in this activity, we thought it might be fitting to be published in the BUSINESS EDUCATION WORLD.

We wrote Mrs. Wean that we certainly were very much interested in this type of student activity and invited her association to utilize the columns of the BUSINESS EDUCATION WORLD to assist its members in carrying out the plans of the organization.

Last year approximately 300 mimeographed papers were submitted from schools in all parts of the United States. The following awards were made for 1934-1935 by Kappa Pi Beta, the journalistic fraternity sponsoring this annual contest:

### CLASS 1—MIMEOGRAPHED NEWSPAPER

- 1 *The Fairview Flicker*, Rocky River, Ohio.
- 2 *Pike Hi News*, Pikeville, Kentucky.
- 3 *The Broadcaster*, Sweetser, Indiana.

### CLASS 2—MIMEOGRAPHED MAGAZINE

- 1 *The Dragon*, Fairmont High School, Dayton, Ohio.
- 2 *The Crimson and Blue*, Grove City, Ohio.
- 3 *The Loudspeaker*, Carteret High School, Carteret, New Jersey.

### CLASS 3—MIMEOGRAPHED ANNUAL

- 1 *The Black Diamond*, Pikeville High School, Pikeville, Kentucky.
- 2 *The Nautilus*, Grove City, Ohio.
- 3 *The Lionite*, Lyons, Indiana.

Many other schools received honorable mention for both the journalistic qualities and the format of their publications.

Mrs. Wean writes that her department has been publishing a mimeographed paper for the entire college since February, 1932. Dur-

ing the summer of 1932, so many requests were received regarding this project that the department published a small mimeographed booklet describing the project. The distribution of the booklet brought an exchange of mimeographed papers, and in the fall of 1933 the first mimeographed paper conference was held at Danville. At this conference the National Mimeograph Association was formed. This association has for its purpose the improvement and standardization of mimeographed school papers.

During the school year 1933-1934, those schools who were members of the association (some 300) sent in to headquarters each issue of their paper. These papers were criticized in a monthly bulletin sent out to the members of the association. This bulletin also contained constructive criticisms and helps. The activities of the association have also resulted in the organization of a journalistic fraternity, Kappa Pi Beta, the membership of which is made up of the staffs of mimeographed papers. The fraternity supplies an incentive for students working on mimeographed papers, and several chapters have been installed.

Schools publishing mimeographed papers are invited to send representatives to the Fourth National Mimeograph Association conference at Central Normal College, Danville, Indiana, on November 9. More efforts are being made this year than ever before to make it a worth-while conference.

Mrs. Wean will be general chairman of the conference, assisted by the staff of the *Campus Crier*, the school paper of Central Normal College, and by the council of the National Mimeograph Association, consisting of:

Miss Doris Towell, Lebanon, Indiana; Earnest Walker, Celina, Ohio; Miss Mariel Maze, Westfield, Indiana; Mrs. Alma Milby, Kentucky Female Orphan School, Midway, Kentucky; A. L. Danburg, Pikeville, Kentucky; Mrs. Mary Heeter, Grove City, Ohio; L. M. Hauptman, superintendent of schools, Alvo, Nebraska; and L. P. West, Glenwood City, Wisconsin.

Membership in this association is open to any school publishing a mimeographed paper, magazine, or annual.



## Competent Typist Speed Test

**T**HE GREGG WRITER issues reprints of the Competent Typist Speed Test published in *The Gregg Writer* each month at a nominal subscription price. These tests, as thousands of typewriting teachers know, may be used for securing typewriting certificates and awards issued by the Credentials Department of *The Gregg Writer*.

Unlike other typewriting tests that typing teachers may be acquainted with, the Competent Typist Tests have the advantage of affording *repetition practice for developing speed and accuracy* while the students are working for awards. The use of them, therefore, provides student incentives and awards under a skill-development-training plan as well as a speed test.

The first Competent Typist Progress Certificate is issued at 30 net words a minute. The Competent Typist Test published in *The Gregg Writer*, or obtained on a subscription basis, should be used. This test is composed of literary matter, sufficiently interesting to hold the student's attention while he is copying it. A maximum of five errors is allowed on the ten-minute test, with a deduction of ten words for each error. A subsequent Progress Certificate will be issued at 40 words, or any higher net speeds. The Gold Competent Typist Pin is given to every student who qualifies on the test at 50 net words a minute, and the Competent Typist Certificates are issued with appropriate seals, beginning at 60 words. A Credentials Booklet giving complete instructions for utilizing the tests, grading papers, etc., will be mailed to any typewriting teacher upon request.

More than 60,000 typewriting awards were issued to students last year under *The Gregg Writer* Credentials Plan. The functional value of awards in the class need not be emphasized here because every teacher is familiar with it, but the Competent Typist Test provides the unique advantage of *typewriting training with speed testing* so that there will be less discouragement in the typewriting classes during the speed tests, and greater incentive for students to practice during the month until the desired speed and accuracy are attained.

The new method of counting the tests, giving the number of strokes at the end of each line, has been adopted upon popular request, and we hope that you will like it, too.

Competent Typist Tests are supplied monthly on a subscription basis, or in *The Gregg Writer*. A minimum of ten subscriptions for ten months may be had at \$1.00. Additional tests each month may be had at 10¢ the subscription. These tests are published from September to June inclusive, and a subscription constitutes ten monthly tests.

Because the printed stock of the first issues necessarily is limited, we urge typewriting teachers who desire to make use of the tests to get their orders in as soon as possible. The first shipment of tests will be made at once upon receipt of your subscriptions, and they will be sent to you regularly on the first of each month thereafter. Orders with remittances should be mailed direct to *The Gregg Writer*, 270 Madison Avenue, New York, N. Y.—*Florence Elaine Ulrich*.

## Personality Contest

**L.** A. ORR, of the Fox Lake (Illinois) High School, who, during the past four years has been doing a fine piece of work in the community contests in shorthand and typing, introduced a new and distinctively original feature in the contest held last spring. The new feature, in the form of a personality contest, has created a great deal of interest among other schools and teachers.

Copies of the personality test were given to the students several weeks before the date of the contest so that they would have time for adequate preparation. A preliminary meet gave an opportunity to test the students on practiced and new material in shorthand, typing, and bookkeeping. No limit was established for the number of pupils who might enter the personality contest.

The evening of the contest, a delightful program consisting of musical selections, shorthand and typing demonstrations, and an inspirational talk, was arranged by Mr. Orr. The program closed with the presentation of the awards. Mr. Orr will welcome inquiries regarding his personality test.

# MONUMENTS

**T**HE United States Department of Commerce bears an interesting resemblance to Topsy, in that it "jest grewed." The essential difference is that it hasn't stopped growing. No one at the Constitutional Convention in 1787 doubted the latitude of Gouverneur Morris's proposal that "there should be . . . a Secretary of Commerce and Finance whose duties were, in part, to recommend such things as may in his judgment promote the commercial interests of the United States." But no one could have appreciated how great a latitude it was.

Today the Department of Commerce, under the guidance of Daniel C. Roper, secretary, concerns itself with many and varied matters. Some appear to be out of its scope, yet so broad was the original definition of its functions that the department has come by them naturally enough.

It has ten bureaus or inner departments, each charged with a large responsibility. These bureaus include Air Commerce, the Federal Census, the Coast and Geodetic Survey, Fisheries, Foreign and Domestic Commerce, Lighthouses, Navigation and Steamboat Inspection, the Patent Office, the Shipping Board, and the National Bureau of Standards.

Secretary Roper calls his department the service arm of the Administration for American business. It not only keeps its watchful eye upon many branches of government in its regulatory capacity, but it fosters and encourages many forms of industry and commerce.

## The Bureau of Air Commerce

The Bureau of Air Commerce is the long arm of the federal law in the supervision

## • ROBERT NEWCOMB

Editorial Director,  
Blanchard Press, Inc.  
New York, N. Y.

of the air lanes. It operates and maintains airways, engages in air research, issues licenses for planes and pilots, passes upon the airworthiness of planes and paraphernalia, and in these and in other ways maintains a strict vigilance over the business of flying. No matter in what way or ways you associate yourself with aviation, so long as you fly over American territory the Air Commerce Bureau exercises its authority over you, the plane you ride in, the airports at which you stop, and the pilot with whom you fly.

Under the guidance of Eugene L. Vidal, who directs the Bureau, the air branch of the Commerce Department has become an important cog in departmental machinery in only a few years. It has established and maintained the beacon system to minimize the danger of night flying; it has created the radio network which keeps pilots informed of weather conditions; it has vigorously enforced air traffic rules which make flying less hazardous. You can't fly today if the government says you can't, and you'll be better off and probably live longer if you don't try.

## The Bureau of the Census

When the first decennial census was recorded, in 1790, Detroit was not considered of sufficient importance to warrant going there; New York itself boasted only 33,000 persons, yet the census in that year for the country took investigators eighteen months to complete. The latest census, which was taken in 1930, embraced nearly 123,000,000

► **THIS IS THE SECOND** of a series of ten articles which will appear in the *Business Education World* this year, dealing with monuments to business enterprise: your own suggestions of subjects for this series will be appreciated

# TO BUSINESS

**The scope and variety of the functions of the United States Department of Commerce make it a most important governmental unit**

people and was completed in about one month.

The census was originally a mathematical tabulation of noses; today it records names, many dates, marital status, nativity, occupation and many other matters. Once simply a number, it is today a comprehensive inventory of the population, resources, and economic activities of the nation. According to a departmental statement, the 1930 census "covered population, agriculture, irrigation, drainage, manufactures, mines, distribution of trade, construction or the building industry, and unemployment."

The gigantic task of taking stock of the American family has been reduced to an efficient formula, in which tabulating machinery plays an important part. Its month of frenzied activity once every ten years is no barometer, for the Bureau is a permanent one, and its staff works at full time collecting new and useful information about the country's residents.

## **The Coast and Geodetic Survey**

The mariner of a century and more ago entered shallow water with a prayer. He sought out the reefs and shoals by crude methods and having located them, fearfully avoided them. But navigation grew and ships increased in size to handle the cargoes assigned to them. As early as 1807, President Thomas Jefferson saw organized the United States Coast Survey. Today it is to the mariner what the road map manufacturer is to the motorist. Its never-ending survey of the 103,000 miles of shoreline which rim the country marks the contribution of the Department of Commerce to safety in navigation.

Since the seaboard is subject to constant

changes, both from natural causes and the works of man, coastal surveys are always being made. And since the configuration of the ocean floor is important in the calculations, the surveys are sometimes made as far as one hundred miles out from land.

In 1878 the Bureau came to be known as the Coast and Geodetic Survey and the curvature of the earth, determination of gravity and other scientific conditions affecting the seacoast were included in Bureau observations. The Bureau's other functions include surveys of the tides and currents and earthquake safeguards.

## **The Bureau of Fisheries**

The fisheries bureau has a double responsibility, first to the commercial fisherman of the country who must make a living, and second to the fishing sportsman. To satisfy the demands of both, and at the same time conserve a vast national resource, is a job which taxes the Bureau's best minds, but it is being done.

Lacking the authority for enforcement, except in Alaska, the Bureau may only suggest remedial legislation to the various states where it appears desirable. But the need for conservation and rehabilitation is widely enough appreciated so that today, 116,000 professional fishermen obtain a livelihood at the business, and an estimated ten million sportsmen are sufficiently satisfied with results to keep at it.

The work of the Bureau extends over sixty government fisheries, where young fish are constantly being hatched for re-stocking depleted bodies of water, and where experiments are always being undertaken to determine the causes for pool stagnation and pollution.

In 1911 the Bureau was assigned the task of caring for the fur seals in the Pribilof Islands, in Alaska. The seals faced extinction, but the Bureau men set at their odd task, and the valuable Pribilof seal has multiplied greatly. In the course of this work, the Bureau inherited the proprietorship over the natives and has done a good job of that, too.

### Foreign and Domestic Commerce

The Bureau of Foreign and Domestic Commerce has a specific commercial function, and as such is of great value to American industry. It is the government's agency of general economic research, a department which surveys the industrial market at home and abroad, and disseminates its findings where the information will serve industrial needs best.

The Bureau maintains 24 district offices in this country, and there are cooperative offices in 54 other cities. Its foreign service operates in 32 different cities of the world, where information regarding marketing conditions is also being sought.

The findings of this Bureau are open to industrial America, and they constitute an up-to-date and dependable guide to business conditions the world over.

### The Lighthouse Service

The Department of Commerce does the mariner more than one service. In addition to the coast surveys with which he is supplied, the department scatters his sea highways with beacons which insure his greater safety.

The Lighthouse Service was established in 1789 and is accordingly one of the oldest of the government services. It keeps its eye on the seafarer through the medium of the lighthouse, the lightship, by the use of river lights, automatic lights and buoys. In recent years the radio beacon has been brought into use to establish a ship's position a hundred or more miles away. There are in use today more than 22,000 of these aids to navigation.

Lighthouses differ in size and shape, varying with the character of the local requirements and with the relative importance of

the light. The lightships are the outermost marks along the ocean coasts, some of them being moored fifteen miles or more off shore. They are stationed in deeper water where lighthouses are impracticable, and are

The Department of Commerce building is a part of the triangle in which are grouped the new government buildings under the Federal Housing Plan. It covers an area of approximately eight acres—three full city blocks, and has seven stories, basement and sub-basement. There are 3,311 rooms, fifteen entrances to the building, 27 passenger and five freight elevators.

The materials used in its construction represent many states of the Union: its limestone is from Indiana, its marble from Missouri, face brick from Pennsylvania, base marble from Vermont, granite from Connecticut, tile from West Virginia and terra cotta from North Carolina.

equipped to stand heavy seas the year around.

The lighting and buoy systems on inland waters are many. All of them contribute to making navigation a safer enterprise.

### Navigation and Steamboat Inspection

The Bureau of Navigation and Steamboat Inspection is no respecter of size where its jurisdiction is concerned, for over the tiniest launch and the largest liner, it maintains a strict and protective vigilance. No ship escapes it, and from the hour of its launching to the day when it proves to have served its complete purpose, the Bureau keeps a record of it. Not only do technical matters of registration and sale, of mortgages and liens, of nationality and tonnage, of commitments with officers and crew, come under its authority, but such considerations as the health and safety of its passengers are a vital concern of the Bureau.

The Bureau is divided into units, each charged with a specific phase of boat inspection and control. It operates its own fleet of inspection boats, and its inspectors are groomed as licensed officers of the American merchant marine.

One of the Department of Commerce branches of which little is known and little is said, the Navigation and Steamboat Inspection Bureau is daily doing a big job in protecting life and property at sea.

### The Patent Office

The patenting function of the Department of Commerce would seem almost enough to justify the department itself. One of the most important branches of federal work, it has served for more than 125 years in granting American people the exclusive right to their own "brain children."

In addition to accepting patents, it likewise registers trade-marks, prints and labels used in merchandising domestic and foreign goods. Such duties demand a large and well-trained staff—technical and legal men equipped to unravel knotty problems which the genius of the American creative mind so abundantly provides.

The Bureau, in effect, establishes for an inventor a legal monopoly, which safeguards his interest and that of a prospective purchaser. In order to guarantee the priority of the inventor's right, the Bureau must operate its so-called Interference Division, its Board of Patent Appeals, its solicitors and law examiners as well as its Scientific Library and Search Room.

One of the most heavily patronized branches of our federal government, the Patent Office has been virtually self-supporting for many years, an unusual situation in a governmental structure which depends for its existence for the most part upon the taxpayer.

### The Shipping Board Bureau

The Shipping Board Bureau, which two years ago was made a part of the Department of Commerce, is one of its younger activities. Its essential function is to establish a program for the American merchant marine, with the thought in mind of making it comparable in size and importance to the merchant marines of other nations.

The progress of merchant marine shipbuilding in this country has been slow.

Earlier governments undertook the enterprise feebly, somewhat awed by the strides made by foreign competitors. Following the Great War, during which this country was embarrassed by a shortage of ships, it was decided to dispose of all ships then on hand and to reduce governmental participation in shipping.

The existing program calls for a sound policy of shipping regulation, aimed toward a greater stabilization in the industry, the development of trade routes, the gathering of important maritime data regarding construction and operating costs, and the judicious lending of money for the replacement of American merchant ships now growing obsolete.

### National Bureau of Standards

Congress was empowered by the Constitution to "fix the standards of weights and measures," and to this purpose, a staff of 650 persons devotes its time and energies. It has two branches: one for scientific and technical research and testing, and the other for commercial standardization.

The former branch is responsible for the national standards of length and mass; essentially a fact-finding group, it was nevertheless responsible for the local weights-and-measures inspection services now in general use. Its divisions have been made according to the scientific field in which each conducts its investigations: electricity, heat and power, chemistry—these are a few which have taken their names from the character of the work they do. Its commercial standardization branch cooperates with industrial and commercial groups in reducing waste, through eliminating needless varieties of product, method or practice, and encourages a general acceptance of government standards on all commodities.

The foregoing is, sketchily enough, a glimpse behind the scenes of a governmental department. Its ten main functions, when considered as one, contribute much to American health, comfort, and well-being. The building behind whose doors these craftsmen work is indeed a monument to business.



# HOW I TEACH GREGG SHORTHAND

**The first of these timed daily teaching plans appeared in the March issue**

• **LOUIS A. LESLIE, C.S.R.**

Editor, The Gregg News Letter  
New York, N. Y.

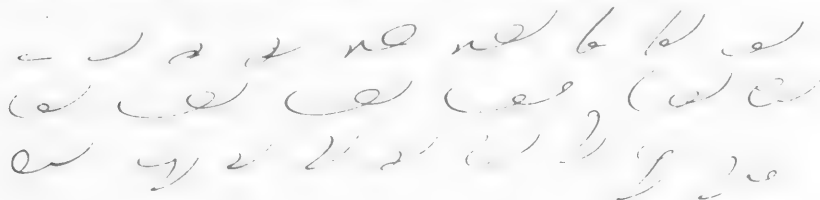
## Lesson Plan for Chapter VI

(The Lesson Plans given here are of value only when used as suggested in the March, 1935, issue of THE BUSINESS EDUCATION WORLD. As explained there, italic type is used toi indicate that the matter so printed is a verbatim report of the writer's own classroom instruction. These verbatim reports are included as an indication of the very small amount of explanation required with this method of teaching.)

### UNIT 16

#### 106. Manual Paragraph 133. 12 Minutes

*The shorthand characters nt or nd may be expressed by a curve:*



Own, owned, sign, signed, strain, strained, join, joined, rent, print, land, planned, plenty, blind, apparent, around, refund, sound, found, sent, front, event, prevent, inventory.

#### 107. Manual Paragraph 133 (continued). 3½ Minutes

*A longer curve of the same shape is used to represent the shorthand characters mt or md:*



Seem, seemed, trim, trimmed, blame, blamed, claim, claimed, prompt, empty, remedy, framed, ashamed.

**108. Manual Paragraph 136. 3½ Minutes**

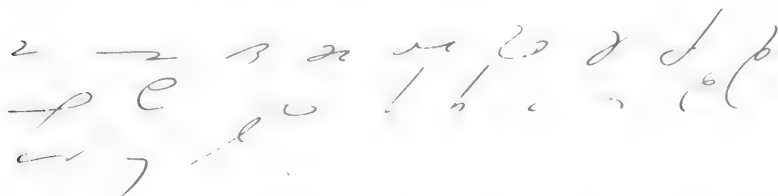
*The ld combination is expressed by giving the l a swinging upward turn at the finish.*



Fail, failed, field, filed, old, gold, child, held, sold, appealed.

**109. Manual Paragraph 137. 2 Minutes**

*The days of the week and the months of the year.*



Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday; January, February, March, April, May, June, July, August, September, October, November, December.

**110. Manual Paragraph 138. 9 Minutes**



Entire, copy, stock, stand, allow, draft, refer-reference, remit-remittance, suggest-suggestion, individual, attention, acknowledge, receipt, unable, enable, invoice, industry, oblige.


**111. Home-Work Assignment**

Read Manual Paragraphs 135, 136, 137; copy twice Manual Paragraph 138; read and copy at least once Fundamental Drills, Exercises 26, 27. Impress students with the importance of using the keys to save time.

**UNIT 17**

**112. Manual Paragraph 140. 6 Minutes**

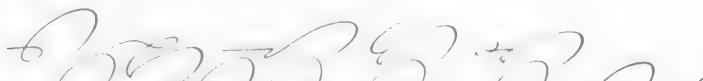


*The syllables jent-d, pent-d are expressed by*

- (a)   
 (b) 

- (a) Gentle, genteel, regent, pageant, legend.  
 (b) Opened, happened, expend, ripened, cheapened, carpenter.

### 113. Manual Paragraph 140 (continued). 7½ Minutes

The syllables def-v, tive, are expressed by 

- (a)   
 (b)   
 (c) 

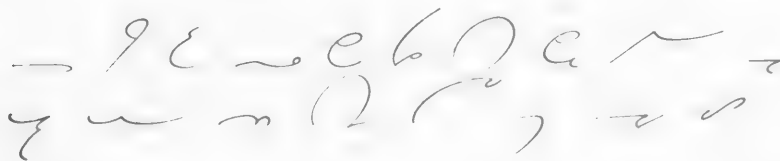
- (a) Native, captive, motive, positive, sensitive.  
 (b) Defy, define, defeat, defend, defer, defraud.  
 (c) Divide, division, devise, devote, endeavor.

### 114. Manual Paragraph 142. 2 Minutes



Gentlemen, Dear Mr., Messrs., Yours sincerely, sincerely yours, very sincerely, yours very sincerely, yours respectfully, respectfully yours, cordially yours, yours cordially.

### 115. Manual Paragraph 143. 11¾ Minutes



Move, agent, spirit, credit, appear, beauty, differ-different-difference, approximate, deliver-delivery, instant-instance, response-responsible, rule-railway, quality, definite, tomorrow, influence, mistake-mistaken, altogether.






### 116. Home-Work Assignment

Read Manual Paragraphs 141, 142; copy twice Manual Paragraph 143; read and copy at least once Fundamental Drills, Exercise 28. Impress students with the importance of using the keys to save time.

# UNIT 18

## 117. Manual Paragraph 145. 7½ Minutes

*The vowel is omitted in the syllables be, de, dis, re, mis.*

- (a) 
- (b) 
- (c) 
- (d) 
- (e) 

- (a) Beneath, betray, below.  
 (b) Debate, depress, depression, depart, depend, deceit, decision.  
 (c) Displace, disgrace, dispatch, discover.  
 (d) Repair, resign, resume, review, replace, revise.  
 (e) Misplace, mishap, misgovern, misprint.

## 118. Manual Paragraph 148. 10 Minutes

*The word had may be phrased with pronouns as shown:*



I had, they had, we had, she had, he had, you had, who had.

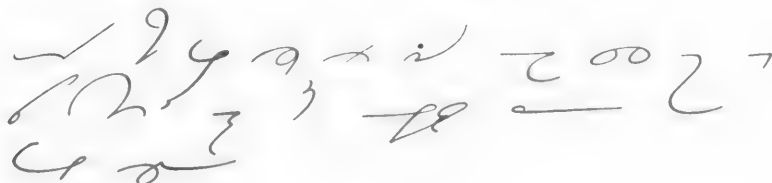
## 119. Manual Paragraph 149. 11½ Minutes

*Notice these forms for was not and is not.*



Was not, it was not, I was not, he was not, there was not, it is not, **BUT** is not, he is not, which is not.

## 120. Manual Paragraph 150. 8½ Minutes



Record, advertise, previous, occasion, quantity, hundred, improve-improvement, acquaint-acquaintance, nevertheless-envelope, insure-insurance, educate-education, difficult-difficulty, newspaper-inspect, sufficient, merchandise, determine, pleasure, catalogue.

## **121. Home-Work Assignment**

Read Manual Paragraphs 145, 148, 149; copy twice Manual Paragraph 150; read and copy at least once Fundamental Drills, Exercise 29; read and copy at least once Graded Readings, Chapter VI; Speed Studies, Chapter VI, to be used as material for reading tests if desired; otherwise it may be assigned for reading practice. Impress students with the importance of using the keys to save time.

## **122. Brief-Form Derivative Review**

These derivative drills are to be used for occasional reviews during the remainder of the course. It is suggested that not more than one of these groups of derivatives be used in any class period.

### **Paragraphs 23, 24**

Ends, ending, ended, unending, yours, yourself, greater, greatly, greatest, markets, marketable, marketing, desires, desirable, undesirable.

### **Paragraph 29**

Dates, dated, others, unaware, myself, truths, truthful, untruthful, times, timed, timely, comes, coming, likes, likable, likely, dislike, unlike, countries.

### **Paragraphs 34, 41**

Changes, changing, unchanged, changeable, ships, shipper, shipping, once, peoples, mostly, forms, formed, former, bounded, unbounded.

### **Paragraph 53**

Businesses, businesslike, businessman, businessmen, causes, things, thinking, systems, publishes publication, publications, unpublished, favors, favorable, favorite, working, works, workable, parts, parted, parting, depart, matters.

### **Paragraph 60**

Mornings, letters, presenting, presents, presentable, presentation, begs, gives, tells, gotten, forgotten, gave, forgave, names, namable, nameless, namely, namesake, surname, unnamed, sooner.

### **Paragraph 69**

Wants, wanting, wanted, unwanted, orders, ordered, ordering, orderly, disorderly, smaller, smallest, gladly, gladden, gladness, girls, girlish, doctors, believes, unbelievable, disbelieve, believed, possible, impossible, purposes, receives, receivable, received, receiving, calls, called, calling, situations, courses, discourses, recourse, con course, generally, states, stately, statement.

### **Paragraph 75**

Loves, loved, loving, lovable, collection, collectible, collects, uncollectible, capitalize, capitalization, dealer, deals, regards, disregard, regardless, regarding, companies, books, becoming, becomingly, unbecoming, unnecessary, prepares, preparation, unprepared, subjects, subjective, opinions.



### Paragraph 88

Sends, sending, descend, ascend, agrees, agreeable, agreed, disagree, disagreement, asks, asked, unasked, asking, offices, officials, officially, unofficial, futurity, speaks, speaking, spoke, spoken, especial, specially, especially, weeks, weekly, flowers, completely, completed, completes, completing, committees, subcommittee, represents, representative, representing, unrepresented, values, valuable, invaluable, valueless, valuation, employs, employment, unemployment, unemployed, employer, employee, expresses, expression, expressive.

### Paragraph 95

Cares, carefully, careless, carries, carried, carrying, forceful, forces, enforce, enforcement, enforceable, charged, charges, chargeable, discharge, discharges, looked, locking, clears, clearing, clearly, clearer, skillful, skillfully, unskilled, usually, unusual, unusually, wishes, wished, wishing, governs, governor, ungoverned, expected, unexpected, expecting, fully, surely, numbers, numbering, unnumbered, positions, imposition, composition, disposition, questions, questionable, unquestioned, purchases, purchased, remembers, remembering, remembered.

### Paragraph 102

Worlds, worldly, replies, replying, words, bodies, duties, dutiful, brings, bringing, houses, housed, remarks, remarkable, follows, following, followed, accepts, accepted, unaccepted, naturally, denatured, supposition, supposes, supposed, supposing, furthermore, furthermore, explained, explanation, explanatory, unexplained, reports, reporter, reporting.

### Paragraph 109

Longed, longing, longingly, belong, young, younger, youngest, thanked, thanks, thankful, efforts, effortless, strongly, stronger, communicates, bills, billed, billing, friendless, unfriendly, lists, listed, unlisted, listless, corrected, correction, uncorrected, characters, characterize, characterization, effects, returns, returnable, unreturned, returning, answers, answerable, unanswerable, answering, experiences, inexperienced, recently.

### Paragraph 115

Uses, useful, used, using, unused, disuse, powers, powerful, powerless, nights, nightly, finds, finding, lights, lightly, lighter, lightest, unlighted, outing, rights, rightful, unrightful, bright, points, unappointed, disappoint, disappointment, thousands, sides, sided, decided, inside, preside, wires, wireless, wired, wiring, kinds, unkind, kindly, inquire, inquiring, inquires, inquirer, miles, requires, required.

### Paragraph 122

Dollars, objects, objection, objections, objectionable, unobjectionable, strangely, stranger, trusting, trustee, trustees, distrust, entrust, mails, unmailed, addresses, addressee, unaddressed, respecting, unrespected, arranges, unarranged, disarrange, considers, considered, considerate, inconsiderate, opportunities, advantages, advantageous, disadvantage, disadvantageous, pleases, pleased, displeased, progresses, progressive, progressed, progressing, unprogressive, encloses, enclosure, wonders, wondering, wonderment.

### Paragraph 130

Problems, successes, successful, successive, succession, unsuccessful, probably, improbable, except, exception, excepting, stopped, stops, stopping, according, accordingly, accordance, accorded, persons, personally, impersonal, regrets, regretting, regretful, regularly, irregular, corresponds, corresponding, correspondent, excellently, excels, unexcelled, organizations, organized, unorganized, reorganize, perfection, perfects, imperfection, satisfies, satisfied, dissatisfied, badly, bids, covers, uncovered, discover, recover, seriously, direction, directions, indirect, indirectly.

### Paragraph 138

Entirely, entirety, copies, copied, copying, stocks, stands, standing, allows, allowable, disallow, drafts, drafted, refers, referred, referring, remits, remitted, suggests, suggestive, suggested, suggesting, individuals, individually, acknowledges, acknowledgment, unacknowledged, receipts, receipted, enables, enabled, invoices, industries, industrial, obligation, obliges, unobliging.

### Paragraph 143

Moves, remove, moved, movable, agents, agency, agencies, spirits, spiritless, credits, credited, discredit, appears, appearance, disappear, reappear, beauties, beautiful, differs, indifferent, differently, approximately, approximation, delivers, undelivered, instances, responses, rules, ruler, qualities, indefinite, definition, influences, mistakes.

### Paragraph 150

Records, recorded, unrecorded, advertises, advertisers, previously, occasions, quantities, hundreds, improves, acquaintances, unacquainted, envelopes, insures, uninsured, educates, uneducated, difficulties, newspapers, inspection, sufficiently, determines, determination, pleasures, catalogues.

*The shorthand characters in these Lesson Plans are written by Charles Zoubek*

## FUNCTIONAL METHOD TO BE PUBLISHED IN BOOK FORM

Heretofore, the only printed account of Mr. Leslie's Functional Method has been the material which has appeared in *The Business Education World* and that account was necessarily somewhat scanty because of lack of space. We are glad to be able to announce that a complete description of the Functional Method has now been prepared and will be published by the Gregg Publishing Company in book form this month under the title, "The Teaching of Gregg Shorthand by the Functional Method."

# YOUTH OF FOREIGN LANDS

**This is the third of a series  
which began in the May issue**

• **EDWARD J. McNAMARA, LL.D.**

Principal, High School of Commerce,  
New York, N. Y.

**A**S we explained in a former article, the editor of this magazine has arranged to record our impressions of the influence of social, economic and educational conditions upon youth in the various ports we visit.

As soon as the steamer tied up at the quay, we drove in an automobile to make a general inspection of the city. We found Barcelona a modern European city laid out with broad avenues on which were fine residences, and although it was Sunday the bustle and movement that characterize the modern city were present. Taxis, tramcars, and buses rushed past, and the streets were crowded with people going to or coming from Church. In the afternoon, the boulevards were crowded with pleasure cars, and the sidewalks were filled with strolling pedestrians. As we drove on one of the boulevards to look at the palace which Barcelona offered King Alfonso just two months before his deposition, we noticed several cars following, in which rode soldiers, civil guards, and police. Inquiry brought out the fact that Barcelona for some time has been under martial law, but this was the only evidence of it; everything seemed peaceful and quiet. It was explained that under martial law, it was the practice to commandeer private automobiles for the soldiers who ride about continually. These cars are used for one week and then returned to the owners, sometimes much the worse for wear. Needless to say, only the best cars are taken for this purpose.

After seeing the Palace, we visited the Bull Ring. Every large town or city in Spain must have its Plaza de Toros for its national sport; that in Barcelona is one of the largest and best, accommodating 60,000 people. Just as there are thousands of youths in America

who want to become professional ballplayers like Babe Ruth, there are many thousands of youths in Spain who nurture ambitions to become professional bull fighters. Here lies the path of glory with adventure and the applause of the multitude. As no bull fight takes place before Easter we walked out on the field of battle, inspected the bull pens and admired the seating arrangements. A poster pasted on the wall informed us that at 3:30 that afternoon Freddy Miller, Champion of the World at his weight, would meet Spain's best fighter, by name Gironess, in a fifteen-round bout. We decided to be present.

We visited the Exposition grounds located on a hill above the city. In one section were laid out typical Spanish villages taken from the various provinces of Spain and reproduced accurately to the last detail. We saw the houses, streets, and walls of the old Andalusian towns, and those of the north bordering on the Pyrenees. Any part of Spain can be visited in this exposition and so real are the reproductions that the visitor could easily believe he stood in the actual region shown.

## **A Legend of Old Spain**

From the Exposition we visited the park where the Barcelonians have their folk dances on Sunday; we saw some of these gaily dressed dancers doing honor to Terpsichore with grace and enjoyment. In the Cathedral we witnessed a baptism and saw the Christ of Lepanto. Legend tells us that the figure of Christ carved in wood decorated the bow of one of the Spanish ships which engaged the Turks at Lepanto. The ship was sunk and only the figure of Christ was saved. When taken from the water, the head of the figure was bent on its side without any evidence of

a break, and the pious believed that in a miraculous way the head bent to avoid a Turkish cannon ball.

In the afternoon we proceeded by taxi to the Bull Ring and purchased a nine peseta ticket from a speculator for ten pesetas, representing about \$1.50. Entering the ring, we found our seats on the shady side about half-way up, and took in the surroundings. The boxing platform similar to our own was erected in the center, and chairs (ringside seats) had been placed around it in regular rows.

As we watched the fights several thoughts came to us. "Boxeo", as it is called, has become exceptionally popular, as witness this crowd, mostly of young men. It seemed to us that if bull fighting is ever discontinued because of the agitation against it for its cruelty, boxing will take its place. It was a revelation to us to find Spanish youth substituting this sport with such enthusiasm for the one that has characterized Spain for ages.

The skill of the fighters surprised us. Every trick known in America, the one-two, blocking, ducking, jabbing, and keeping a hard-hitting opponent off balance, was displayed in expert manner. It was noticeable also that the game has not become soft in Spain. The



Commercial Students of Mallorca

boys fought courageously and aggressively every minute; when one was inadvertently fouled, he did not drop to the floor and make faces in the hope of being declared the winner. The referee sent both contestants to their corners until the fouled fighter reported he was ready to continue.

Another characteristic thing we noticed in observing these foreign youths witnessing a prize-fight was their good sportsmanship.

There was applause but no booing; they gave the loser as hearty applause as they gave the winner.

As evening fell we hurried to dinner and decided to take in a more typical Spanish game known as Pelota. Visitors to Havana have seen this game, which is played in most



Refreshments at Recess

parts of Spain. It is played by tossing a ball similar to a golf ball, but larger, against a wall with great force. It is similar to our game of handball but the court is almost 100 yards long and the players use narrow baskets about a foot or more in length to catch and throw the ball against the slate wall. These baskets are attached by straps to the wrist. The speed, skill, and power displayed in this game are amazing. Our impression was that it requires as high a degree of coordination and as accurate judgment of distance as does the best type of baseball playing. Of course we were looking at experts who represented probably the best in the game. But the game is more and more being played by boys wherever a court is handy.

### Visit to Palma and Mallorca

Just off the Spanish coast is Mallorca, one of the Balearic Islands. Palma is the chief city, a progressive but quiet town with a salubrious climate that has induced many Europeans to settle there. The schools are especially good. With a population of almost 60,000, it has numerous schools (both public and private) for elementary grades, an Instituto or high school, and a college. Students attend the lower grades for five years, then can enter the Instituto for seven years. If they desire further education, they can enter the

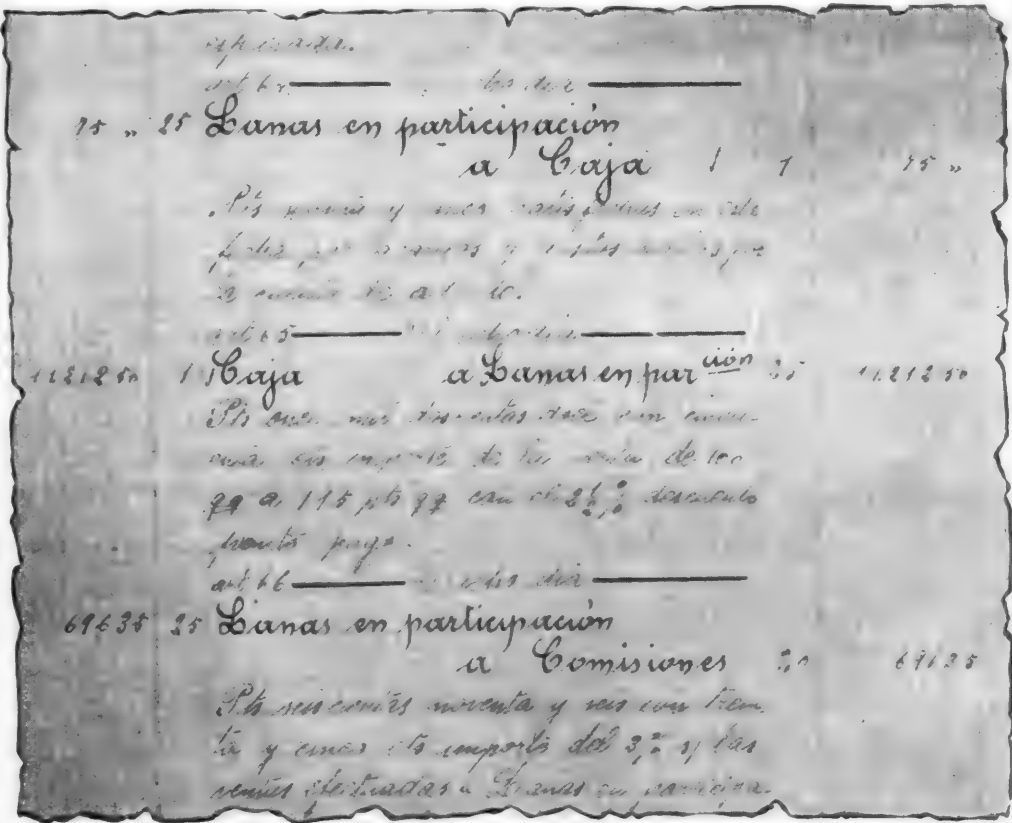
College of Cervantes and study for the professions. Part of the Instituto is given over to the Escuela Profesional de Comercio, or High School of Commerce. The school is in a modern building just across from the Normal School where excellent courses are given to prospective teachers. The High School of Commerce has well-ventilated and well-lighted rooms with modern school furniture. The accounting rooms are equipped like offices, with the high desks one sees in foreign of-

was reported that the boys can find employment to a normal extent.

In the Instituto there are about 1,000 students enrolled, of whom about 300 are in the commercial school. Sixteen teachers and six assistants are employed at salaries ranging from \$800 to \$1,500 a year.

### Freemasonry of Shorthand

As we wandered away from the school we noticed a private commercial school in the



Neatness and Distinctive Penmanship are Characteristic of Accounting Exercises

fices, high stools, cashier's cages, etc. Accounting is called *contabilidad*; the course is thorough. After a little persuasion the instructor gave me some specimens of the work, one of which is reproduced in part here. *Taquigrafía* (shorthand) is also taught as well as *mecanografía*, (typewriting). The touch system is not insisted upon so long as the student can pass the examination. Modern Remingtons, Underwoods, and a German machine are in use.

The depression has not hit Palma, for it

neighborhood called the Institute Simon. As we were anxious to see a private school in operation we ascended a clean, spacious marble stairway to the second floor and entered an office where a young girl was typing. In answer to our request to see someone who could speak English, the proprietor himself emerged from a classroom adjoining and we explained our desire.

"No, I am too busy to talk with you, and it is not possible to see the classes. Tomorrow maybe I can see you."

"But our boat sails in an hour," we told him.

"That is too bad," said he.

Just then we noticed on the wall a diploma issued and signed by John Robert Gregg certifying that Alfred Simon was Master of Taquigrafia. Pointing to it, we explained we knew Gregg Shorthand and were personally acquainted with the distinguished person whose name was signed to his diploma.

Instantly all was changed. His face lighted up and he ushered us into the classroom to show us the Gregg Shorthand written on the board. In the presence of a small class we read the Gregg sounds and he put them together into Spanish words to make a letter. Some words like "discount" and "credit" were very clear and each word recognized brought forth exclamations of enthusiasm. We could have stayed there for hours. He showed us his Gregg pen with the symbol on the end of it, professed eternal friendship, and we reluctantly left with his injunction to give to Dr. Gregg his regards and compliments, all of which are here conveyed.

### Bryant College Grants Degrees

AT the 72nd Commencement of Bryant College, Providence, Rhode Island, held August 7, Harry Loeb Jacobs, president of the college, in his address to the 251 graduates, extended wishes for their future success "measured not by material gain nor the outcome of selfish ambition, but of that larger growth in industry, integrity and intensity of purpose to help you think straight, to act wisely and to meet life with strong courage and brave hopefulness."

Added to the list of prominent people who have received honorary degrees from Bryant College are United States Assistant Secretary of State Francis B. Sayre and Colonel Joseph Samuels, president of the Outlet Company, who were awarded the degree of master of science in business administration; Dr. Charles Carroll, chief of the State Division of Promotion and Supervision of Education, who received the degree of master of science in commercial education; and Laura Diegman Cull, executive secretary of the Old

Colony Co-operative Bank, the first woman to hold such an official position in the banking field in Rhode Island, who was awarded the degree of master of secretarial science.

Dr. Sayre, a distinguished scholar and an author of note, and Samuel Tomlinson Arnold, dean of undergraduates at Brown University, also addressed the graduates.

President Jacobs gave a breakfast in honor of Dr. Sayre, before the exercises. Among the guests were Governor Theodore Francis Green, former U. S. Senator Felix Hebert, Dean Samuel T. Arnold, and former Federal Judge Ira Lloyd Letts.

Among other prominent men who have been awarded honorary degrees by Bryant College are: Former Vice President of the United States Charles Curtis; Hon. Daniel C. Roper, Secretary of Commerce of the United States; Hon. Ogden L. Mills, former Secretary of the Treasury of the United States; Henry Ford; Dr. John Robert Gregg, author of Gregg Shorthand; and Hon. John Dickinson, Assistant Secretary of Commerce of the United States.

MISS RUTH LARSH, principal of the Westminster (Colorado) High School, as well as head of the commercial department, is one of the commercial teachers to undertake administrative responsibilities in addition to regular teaching.

Miss Larsh was born in historic Leadville, Colorado, "at the top of the world." She was graduated from the University of Denver School of Commerce, and during the past summer acted as assistant to Professor Zelliot. She helped materially to make the University of Denver Commercial Education Conference a success.

Miss Larsh also coaches music, and during the past school year directed and produced an unusual and difficult operetta entitled "Chonita"—a gypsy romance with music by Franz Liszt.



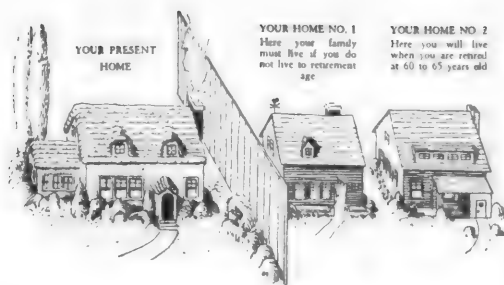
RUTH LARSH



# ON THE OTHER SIDE OF THE FENCE

• DUMONT BEERBOWER

New York, N. Y.



(Concluded)

IN a small suburb in an Eastern State lives Miss Hill. She is 25 years old and earns \$110 monthly, teaching business accounting in the North Commercial School. Her mother, a widow of 57, also is a teacher, at \$125 monthly. They live together in a small bungalow which they own. There is a Ford car which, with the flower and vegetable garden at home, affords these two women their main pleasures of life. Life is something of a struggle but with the combined income of mother and daughter they manage fairly well. The mother owns a few bonds, worth probably \$1,500. Neither woman had purchased life insurance because they had always felt they could not afford enough to make it worth while. They tried at various times to save about \$200 a year to buy bonds. But usually the savings went for some other purpose. It is so much easier to take money out of a bank than to keep it there.

One day this daughter and her mother were persuaded to look over their high board fence to see the two Homes they owned but with which they had never really concerned themselves. They saw that so long as Miss Hill lived to teach school, the mother was provided for; that when mother passed on, Miss Hill could still carry on, even if she had to sell their little bungalow. But the unanswerable question was what would happen to Mother when she had to retire from the long hard grind of teaching if daughter was no longer there to support her?

A long illness followed by the death of Miss Hill would eat up most of the \$1,500 in bonds and then Mother would be—goodness knows where. So *Home No. 1* for Miss Hill as it stood now was surely hopeless.

Miss Hill asked a trained insurance man to help her, with the following result:

Each year \$200 is saved, as before, but put into an insurance and annuity plan. If Miss Hill passes on first, her mother would receive \$1,000 in cash to cover the necessary bills, and thereafter, every month of her life, a check for \$50. Mother will probably sell the home and go to live with a brother on a farm several hundred miles away. This she can do as an honored guest, for what farmer with plenty of spare room in his home would not welcome a new boarder with \$50 a month? For emergencies Mother could of course fall back on the \$1,500 bonds. With such provision Miss Hill rightly felt that *Home No. 1* for Mother was well planned and secure.

## Her Secure Old Age

For *Home No. 2* where Miss Hill herself would live in her later years, the new plan provided either a cash payment of \$6,700 or a life income of \$45 monthly. It was just a bare living, of course, but now that she had a definite purpose for saving money, she knew that, being only 25 now, she could add to this, as her salary increased. She saw that for every \$1.00 per month saved now she could add \$5.00 per month to her old age income.

The satisfaction of thus providing for the future gave an added incentive to her work and she faced the future with a greater sense of security. She had made the best possible use of their present income. If illness or loss of position should come, her equities in the new plan would be there to fall back on.

One day Miss Hill was discussing her

future with Mr. Brown, the head of the commercial school where she was teaching. As she mentioned her newly developed plan, Mr. Brown expressed great interest. He had been considerably worried of late about his own financial problem. His mother had come to live with him recently because his father had died and left her penniless. Miss Hill had worked out a sensible idea for her mother, why not see what could be done for his mother?

### Mr. Brown Looks Ahead

So with the help of the chap who had assisted Miss Hill, Mr. Brown decided it was high time to look at his two future homes.

They found these facts: Mr. Brown is now 40 years old; his income \$3,600 a year of which \$3,000 is from his salary as principal of the commercial school and \$600 from outside work, teaching occasional night classes and writing for various small magazines and the local paper.

He is married and his family consists of his wife, his boy, Fred, 10 years old, Mary, his daughter, 12, and now his widowed mother, 67. He owns his own home which he purchased for \$10,000 in 1927. It is paid for, except for a \$5,000 first mortgage held by a local savings bank. The home, together with his insurance policies of \$7,000, makes up the entire estate.

First they looked at Home No. 1 into which Mrs. Brown, Fred, Mary and his mother must move if he should pass on. If this should happen, they saw that Mrs. Brown would promptly be met with bills from the doctor, nurse, funeral director, estate fees and so on. Then she would be confronted with the problem of trying to maintain her family of four with a cash fund of \$6,000, if the bills amounted, as they might, to \$1,000. If she put this fund into a savings bank, her income would be only \$150 a year at the current two and a half per cent. If she used both the principal and interest to live on, her fund would last but a few years. Obviously she would be an easy mark for suggestions to invest her money in stocks or real estate where there was hope of making money through a rise in value.

Here Mr. Brown's adviser showed him the prospectus of a company which sells lists of "good" prospects to sales agents of various commodities. "Widows are fine prospects," said this prospectus. "They are one class of people usually with money in the bank for the first two or three years. We will sell you a list of 1000 wealthy widows in your territory for \$15." When an obituary is published in the local paper, the widow's name at once goes on the prospect lists of wide-awake firms selling automobiles, stocks, bonds,—all legitimate merchandisers. Also it goes on the lists of firms whose offerings are questionable—we have all heard of "sucker" lists.

Meditatively, Mr. Brown recalled the scene at the funeral of a near relative that he had attended a few months ago. After the services the friends and relatives gathered in little groups—the talk was hushed—"What a fine man Bill was"—"What splendid children"—"Isn't Sally a brave woman?" Then—curiosity—"Did he leave much insurance?" "Yes, I hear he had \$10,000."—"Well, that's fine—I wonder what she will do with all that money?" And hearing this, George, the younger brother of the deceased, makes a mental note, "I must see Sally alone very soon."

It seems that George had put \$2,000 into a garage business which is in rather a precarious condition right now. In fact he needs just \$1,800 cash in 30 days or the business must be closed down. If he could borrow \$1,800 from Sally for six months he could save that business and goodness knows she could spare that easily on a six per cent loan—besides, brother Bill always was his best pal. And of course Sally didn't refuse—and the money was lost.

### Lifting the Burden

Mr. Brown saw at once the tremendous pressure that his wife would be under with her insurance money on easy access in a local bank. He concluded that the new plan of paying her a monthly income was a splendid service that would save his wife the heart-breaking worries of becoming an unwilling investor or banker for her family's inheritance.

The plan was worked out this way—For Home No. 1, if Mr. Brown died, there would be a life income for his mother of \$400 a year. Mrs. Brown would have \$1,000 in cash to pay the last expenses and a monthly income of \$125 coming in regularly for 10 years. This would make certain that the children and their mother could live together until they were grown. The sum of \$2,000 for each of the children would be held by the insurance company until time to go to college when it would be paid over at the rate of \$500 every six months for four years. That would make college possible, provided the youngsters worked during the summers and part time at school to supplement the \$2,000.

### The Emergency Fund

The maintenance of the \$10,000 house they were now living in was more of a problem. Obviously, they couldn't continue on \$125 a month, yet under present conditions the market would not permit an immediate sale, without a terrific loss. This important point was solved by providing a \$2,000 emergency fund. Under this plan Mrs. Brown would have the privilege of drawing \$500 from the fund in any one year—enough to pay the taxes and interest for that year. If she could rent or sell the house, the fund would not be needed. Moreover, she had four years' leeway in which either to rent or sell. It was fair to assume that by this means the equity in the home could be saved.

Thus with his bills paid, his mother taken care of, his wife with a livable income and his children with a fair start in life, Mr. Brown felt that his Home No. 1 was in very good condition.

He was delighted to learn that his savings of some \$45 a month which provided the insurance for his family, would also give him a life income of about \$75 a month, if he lived to 65 and had to move into Home No. 2.

The principles of intelligent planning

which went into the creation of financial arrangements described above for Mrs. Jones, Miss Hill, and Mr. Brown are, of course, available for every one who owns or expects to own life insurance and desires to receive the maximum benefit from his investment.

In the past, the life insurance companies were usually used only as depositories during the period of paying premiums and then paid in a lump sum several thousands in cash to a bewildered, inexperienced and bereaved woman. But now, the investment service is often continued long after the death claim is entered.

### Suited to Your Needs

These companies handle the insurance estate in almost any way desired at no cost to you. They will keep your funds on deposit at interest of about four per cent until the cash is needed. Or they will provide equal monthly payments, using principal and interest, for 5 years or 10 years or other specified period. Or they will use the fund to supply a life income for your beneficiary.

And, as shown in Mr. Brown's case, they will use all of these methods in combination to take care of various needs.

### Now in Force

These services are a part of almost every life insurance policy now in force. They can be used in your own case with the advice of any insurance counselor who knows his profession and has had a broad experience in applying that knowledge to his client's problem. Each individual case is different, in certain respects, from the next one, but in the hands of a conscientious, experienced counselor, a sensible, practical solution is always possible.

Surely there can be only the greatest satisfaction for the man or woman who has the courage to look "on the other side of the fence" and build a financial structure well planned and livable for his family and for his own old age.

**WANTED:** A columnist and a cartoonist. Among the commercial education fraternity, have we a columnist and a cartoonist—either or both—talented enough and brave enough to display their talents to their fraternal brethren and sisters? If so, let him, or her, or them get in touch immediately with the Managing Editor of the B. E. W.

# TYPING MASTERY DRILLS

**Presenting the first installment of a series of remedial alphabetic drills**

## • HAROLD J. JONES

Head, Commercial Dept., Thomas Jefferson High School, Council Bluffs, Iowa

### Introductory Statement

BY HAROLD H. SMITH

It is with great satisfaction that we receive from time to time examples of intelligent, creative work on the part of classroom teachers of typewriting. We like to pass this information on to other progressive teachers.

Among these contributions to teaching techniques in recent months are "Typing Mastery Drills" submitted by Harold J. Jones, of the Thomas Jefferson High School, Council Bluffs, Iowa. Mr. Jones has used these drills in conjunction with an "Accuracy Chart" and a systematic plan of remedial work for some time, gradually refining his procedure. Unfortunately space will not permit the reproduction of all his material.

The highest average class speed record in the Every Pupil Contest of 1934, in the State of Iowa, was made by a class using his material.

We shall reproduce in this and subsequent issues the drills which he has found most helpful for remedial work. It should be remarked that his plan calls for—

1. Recording *every* timed test on his special chart.
2. Analysis of each error.
3. Listing of each error on special analysis sheets according to the type of error.
4. A recording of each error on a single summary sheet.
5. Remedial repetition practice of *three correct lines* of each word in error.
6. Remedial practice from the "Typing Mastery Drills" of the appropriate drill group.
7. A minimum requirement of from one to four pages of remedial work to be handed in, depending upon the number of errors made on any given test.
8. An accuracy objective—to see how many 15-minute tests within the safety zone of five

errors or less each student can produce within the marking period.

9. An achievement objective to be determined and recorded by the student himself at the beginning of each week in terms of minimum errors and net words a minute (15 minutes) and to be checked upon and the actual achievement recorded after the week's work has been completed—again by the student himself.

A few of these drills are not new, although it is entirely possible that Mr. Jones has worked them out independently. His idea can best be grasped from his own explanation, which follows:

Under *A* you will notice that *Drill 1* is a combination of *a* with every other letter of the alphabet.

Under *Drill 2* you will notice that in each word *a* is followed by each letter in the alphabet, as, *aaron*, *abed*, *acme*, *add*, etc.

In *Drill 3* the material is in groups of three's. The first word begins with the letter with which the student is working, or, in this case, *a*. The second word begins with the next letter in the alphabet, while the third word combines in one word the initial letters of the first and second word. For example, *after*, *ask*, *aaron*, *are*, *bed*, *able*.

The words in *Drill 4* are built from the adjacent keys. For instance, in the work with *a* we have the words *ape*, *quit*, *went*, *song*, *zebra*, and *xanthate*.

Mr. Jones will welcome correspondence with teachers using these drills.

In this issue he gives his drills for the letters *A* and *B*. In next month's issue, he will give his drills for the letters *C* and *D*.

"The Wise Use of Typing Drills" is the subject of the December article in the B. E. W. series on the Teaching of Typing. John L. Fiedler is the author.

## TYPING MASTERY DRILL FOR LETTER A

### Drill 1

aa ab ac ad ae af ag ah ai aj ak al am an ao ap aq ar as  
at au av aw ax ay az

### Drill 2

aaron abed acme add aerie afar age aha aid ajar akin alas  
amen and aorta apex aqua arc asp at audit aver away axe aye  
azure

### Drill 3

after ask aaron, are bed able, ant cub acute, anon dip  
adown, air end aerie, again fig affect, adopt go agog,  
adorn hug ahead, aim ire ail, alm jump ajar, angel kind  
akin, acid limp also, ally mum amount, also nag anoint, ace  
opera aorist, acre pen ape, ago quart aquabib, aghast rest  
are, army sent ash, asset tent atone, attic use aunt,  
after vim average, alp wig award, all xenon axe, art yawn  
aye, arrow zebra azoic

### Drill 4

ape quit went song zenia aqueous zwieback xanthate aquiver  
asea aside assume azym abbess sack sac stay sequin sequitur  
square squall squad squash squaw zeal zest santon daze

## TYPING MASTERY DRILL FOR LETTER B

### Drill 1

ba bb bc bd be bf bg bh bi bj bk bl bm bn bo bp bq br bs bt  
bu bv bw bx by bz

### Drill 2

baby bbl. bc bd bee bf bg bhang bias bj bkg. black bm bn  
bony bp bq brace dabs debt bun bv bw bx by bz

### Drill 3

bump ache back, best burn bubble, bone cab bacon, burn  
darby bed, bred enter bee, bent fib before, bend grab  
gabgab, bin hut bhalu, bad ink bitter, big junk banjo, boy  
kin nabk, boast long block, bring mamma bimbil, broad nap  
band, boat open borrow, beat pig bump, bean quite bequeath,  
bent rut brace, bye stunt orbs, black tart debt, blink  
ugly bunk, brink vase obverse, bit wax bwana, bone xebec  
box, babe yard bye, brisk zither bezel

### Drill 4

bump not hut gun vote bhakti vim bang banzai bank bias big  
bing bind bilge bigger bight birch grab govern gravel  
vain vagary van hedge hind hang naive native neigh night  
nobly vangee

# COMMERCIAL STUDENT CLUBS

**Presenting novel initiation party ideas for commercial clubs, and the report of a wide-awake club in distant Singapore**

• Edited by DORA H. PITTS

Western High School  
Detroit, Michigan

**O**CTOBER! The month of glorious ruby reds and flaming yellows and russet browns, when the "frost is on the punkin and the corn is in the shock"—the month of harvest home festivals and corn-huskin' bees—and the month when all wise club sponsors put forth an extra effort to garner those pupils who are ripe for the harvest. No doubt your membership committee scouts have been on the outlook and are ready to bring in the recruits.

This is a fine month for an out-of-door initiation. A campfire around which the members may gather; a rustic table for the president, secretary, and treasurer, with the constitution for signing, and the book of the treasurer for recording the payment of dues; jack-o'-lanterns glowing, and autumn leaves or golden rod to add color, are all the properties needed.

A program of readings from the *Gregg Writer* or a play suited to the surroundings may be given by the active members. Community singing is especially enjoyed in the open. Following the program the initiation services should be held. Each officer should instruct the candidates as to the benefits and responsibilities of members of the club as represented in his particular department. Each candidate should sign the constitution and should be introduced by the president, receiving a ribbon, pin, or badge of the club. Wreaths of colored leaves may also be used.

After these services, the business meeting may be held and the committee chairmen announce their members for the following year, making a place on each committee for at least one new member. Plans for the place and time of the next meeting may be

discussed. A corn roast will happily conclude this eventful day.

Will not the readers of this column write us just what they do in October, that I may have a scrapbook of suggestions for new clubs? I often have inquiries as to novel programs and shall appreciate your aid in planning club activities.

## A Summer School Club

**A** LETTER from Grove City (Pennsylvania) College tells us that a Summer School Commercial Club was formed there in June. Miss Mildred Ankeney of Mt. Union, Pennsylvania, was elected president and Miss Frances Stull of Union City, Pennsylvania, corresponding secretary. The club has been addressed at different times by prominent men in the field of commercial education and an exhibition of rapid type-writing was given for them by Miss Eleanor Stollnitz, a world champion in that line. The club held one round table meeting and one Special Day Program which were attended by a number of teachers of commercial subjects in the Tri-State District.

## A Gregg Club in Far-Away Asia

**S**INGAPORE!—scene of magic charm, city of many languages, meeting-place of the Orient! Think of it—there is in that dream city on the other side of the world a thriving Gregg Club!

The secretary, Mr. E. Albuquerque, sends us an excellent and interesting report of the Gregg Shorthand Writers Association of Singapore for 1935. At the first annual meet-



ing, in April, the following officers were elected:

President ..... Mr. P. E. Perera  
First Vice President ..... Mr. K. H. Quahe  
Second Vice President ..... Mr. Ong Soon Ann  
Honorable Secretary ..... Mr. E. Albuquerque  
Honorable Assistant Secretary ..... Mr. Luke Shui Kiew  
Honorable Treasurer ..... Mr. Tan Teng Ban  
Honorable Auditor ..... Mr. M. M. Rao

Management Committee

Messrs. Lim Yew Hock, Chia Kim Watt, Gay Wan Guay, Quack Ewe Kiat, and Cournos Shiang.

Nineteen active and five honorary members are enrolled in the Association and a goodly balance in the treasury was reported for 1934 by the Auditor, Mr. Teo Koon Teong.

Speed classes are held twice each week for members, and have proved very valuable.

A delightful tea party, for members and their invited guests, followed the annual meeting.

We congratulate our far-away friends in Singapore on their success and trust to hear soon from the secretary that the club is continuing to increase in membership and enthusiasm.

---

*Two New Texts  
Now Being Widely Adopted*

**SMITH'S ECONOMICS**

An Introduction to Fundamental Problems, \$1.60

Today's economic problems brought to high school pupils by a high school teacher in a way the pupils can understand.

**Brewster and Palmer's  
INTRODUCTION TO ADVERTISING**

*New Third Edition, \$2.00*

An elementary, logically-arranged, understandable text for secondary school pupils.

*Write for further information.*

**McGRAW-HILL BOOK CO., Inc.**

330 West 42d Street

New York, N. Y.

**J. EDWIN FISHER**, instructor in the Lafayette-Bloom Junior High School, Cincinnati, has established a commercial club program service under the title of "The Fisher Club Program Service." He is prepared to supply club programs for an entire school year.



J. EDWIN FISHER

The material used in his program has been selected and briefed from a wide variety of books, magazines, newspapers, public addresses, and radio programs. Among the topics developed into programs by him are personal guidance, leading American industries, minute biographies of leaders of American thought and business, and business poems.

Mr. Fisher is an experienced commercial instructor and faculty advisor of commercial clubs. He received his master's degree from the University of Chicago.

A complete sample program will be sent by him to anyone interested for \$1. For further information, address Mr. Fisher at 4023 Clifton Avenue, Cincinnati.

**"HIGH SCHOOL CLUBS,"** Bulletin 1934, No. 18, (10 cents), summarizes reports from 883 public high schools in cities of varying size throughout the United States. The information concerns the number of high school clubs, club membership as compared with school enrollment, club organization and club programs. The bulletin is obtainable from the Superintendent of Documents, Government Printing Office, Washington, D. C.

Next month: "Selecting Typing Material," by R. F. Webb, of the Department of Business Education, State Teachers College, Indiana, Pennsylvania.

# SUPPLEMENTARY MATERIALS

*Teachers vitalize their classroom activities and amplify and enrich the textual information by collecting current material in the form of descriptive bulletins, maps, pictures, exhibits, posters, and other tangible aids. The following source list has been prepared to help teachers in obtaining these supplementary materials. The first installment was published in the October, 1934, number. All materials listed are free for the asking unless otherwise specified. When requesting material, teachers should use their school stationery and give their reasons for desiring the material. Address your requests to the sources given in this list.*

## • Compiled by S. JOSEPH DE BRUM

Instructor in Commerce, Sequoia Union  
High School, Redwood City, California

From the following references many sources of pamphlets, posters, exhibits, and other materials can be obtained.

## Source References

### Books

1. CATALOG—UNITS OF WORK, ACTIVITIES, PROJECTS, ETC., TO 1932, Carey, Hanna, and Meriam. Published by Bureau of Publications of Teachers College, Columbia University, for Lincoln School of Teachers College, New York City. 1932.

This book lists approximately 7,000 printed articles concerning units of work, activities, projects, etc., classified under some 250 curricular topics or themes. In a section following this are annotations of those courses of study, periodicals, books, pamphlets, etc., in which these 7,000 articles are found. The grade placement, ranging from the kindergarten through grade eight, is given for each unit, activity, or project.

2. COMMERCIAL AND INDUSTRIAL ORGANIZATIONS OF THE UNITED STATES. U. S. Department of Commerce. 386 pp. 1931. (85¢ from Supt. of Documents, Washington, D. C.)

This book lists approximately 19,000 commercial and industrial organizations. They are classified by commodities and functions. In many cases teachers may obtain material by writing to these organizations.

3. ENRICHED TEACHING OF COMMERCIAL SUBJECTS IN THE HIGH SCHOOL, Woodring-Harold. Bureau of Publications,

Teachers College, Columbia University, New York. 1930.

This is a source book for teachers of bookkeeping, shorthand, typewriting, commercial geography, and other commercial subjects. Lists chiefly free and low cost illustrative and supplementary materials.

4. ENRICHED TEACHING OF ENGLISH IN THE JUNIOR AND SENIOR HIGH SCHOOL, Woodring-Jewett-Sanford. Bureau of Publications, Teachers College, Columbia University. 1934.

This is a source book for teachers of English listing chiefly free and low cost illustrative and supplementary materials.

5. ENRICHED TEACHING OF MATHEMATICS IN THE HIGH SCHOOL, Woodring-Sanford. Bureau of Publications, Teachers College, Columbia University. 1928.

6. ENRICHED TEACHING OF SCIENCE IN THE HIGH SCHOOL, Woodring-Oakes-Brown. Bureau of Publications, Teachers College, Columbia University. 1928.

This is a source book for science teachers; however, some of the exhibits and other materials referred to might be useful for certain commercial subjects.

### Magazines

1. THE LIBRARY JOURNAL. Published by R. R. Bowker Co., Camden, N. J.
  - a. "Pamphlets, Booklets, and Posters," Volume 58 (1933), pages 475, 615, 802, 850, 952.
  - b. "Use of Leisure Time Material," Volume 58, pages 448-450, 635.
  - c. "Vocational Guidance Materials," Volume 58, pages 732, 734, 735.

- d. "Printed Material Available," Volume 59 (1934), pages 33, 76, 125, 176, 225, 273, 363, 402, 478, 671, 759. Volume 60 (1935), Jan. 1, p. 40; Feb. 1, p. 115; March 1, p. 222; March 15, p. 264; May 15, p. 447; July, p. 573.
- e. "A List of Certain of the Recovery Agencies of the Government with Special References to Their Libraries," Volume 60, Feb. 15, 1935; p. 149.

2. **SCHOOL LIFE.** Published by the Office of Education, United States Department of the Interior, Washington, D. C. References in this magazine generally come under the heading, "Government Aids for Teachers."

- a. Volume XVI (School year 1930-1931), pages 76, 99, 119, 139, 159, 179, 199.
- b. Volume XVII (1931-1932), pages 19, 39, 59, 79, 99, 119, 139, 159, 179, 199.
- c. Volume XVIII (1932-1933), pages 19, 39, 59, 79, 99, 119, 139, 159, 179, 199.
- d. Volume XIX (1933-1934), pages 19, 39, 59, 83, 107, 132, 156, 180, 204, 228.
- e. Volume XX (1934-1935), pages 48, 72, 96, 120, 144, 168, 192, 216, 240.

### Miscellaneous Publications

#### 1. AN EXHIBIT AND BIBLIOGRAPHY OF CURRENT AND SUPPLEMENTARY MATERIALS ON SOCIAL, ECONOMIC, AND POLITICAL PROBLEMS.

This was prepared by Dr. Paul Hanna for the Society for Curriculum Study, Western Reserve University, Cleveland, Ohio. (Mimeographed.) 1934. Obtainable in university libraries. This 27 page compilation contains many references to materials on such subjects as child labor, consumer groups, distribution and trade, economic planning, housing, labor movements, old age insurance, and transportation.

#### 2. GUIDE TO THE OFFICIAL PUBLICATIONS OF THE NEW DEAL ADMINISTRATIONS. American Library Association, Chicago, 1934, 113 pp.

This Guide constitutes a fairly complete check list of the mimeographed and printed official publications of all the emergency administrations from March, 1933 to April 15, 1934. The materials listed may for the most part be obtained gratis as long as the supply lasts.

#### 3. LOCATING EDUCATIONAL INFORMATION IN PUBLISHED SOURCES. Monroe-Hamilton-Smith. Bulletin No. 50. Published by

College of Education, University of Illinois, Urbana, Ill. 142 pages.

Topics included are: "The Library and General Aids," "Educational Periodicals," "Other Types of Publications," and "A Bibliography of Bibliographies."

#### 4. MATERIAL ON GEOGRAPHY WHICH MAY BE OBTAINED FREE OR AT A SMALL COST. 108 pages, 1931. (50¢ postpaid). Miss Mary J. Booth, Librarian, State Teachers College, 1536 Fourth Street, Charleston, Illinois.

Includes commercial products, industries, transportation, exhibits, addresses of firms, loaning moving picture films, etc.

#### 5. PUBLIC AFFAIRS INFORMATION. 11 West 40th Street, New York. Cumulative bulletins are in college libraries and the larger public libraries.

These contain current bibliographies of selected material relating to economic, social, and political affairs.

#### 6. THE PUBLISHERS WEEKLY. (This weekly publication may be obtained from most librarians.)

For references to materials see in each issue the section called "The Weekly Record," which describes and indexes new books, pamphlets, monographs, and bulletins.

#### 7. THE TWELVE INCH SHELF—A POCKET LIBRARY OF ECONOMICS, American Committee on Economic Policy, 11 West 42d Street, New York. 31 pages. (25¢).

This is a list of booklets on money, wealth, wages, the business cycle, government costs, the farmer, etc.

#### 8. THE VERTICAL FILE SERVICE CATALOG. Published by H. W. Wilson Company, New York. Procure from your nearest library Volumes II and III and the 1935 issues of Volume IV.

The Vertical File Service maintains stocks of a number of pamphlets from which it fills subscribers' requests and orders. A great deal of the material is free and can be obtained through your librarian.

(To be continued)

In "Propaganda in Our Schools," page 122, Mr. Haas suggests that much free material may be offered to teachers and schools for a purpose not altogether educational.

# DIRECT METHOD OF TEACHING GREGG SHORTHAND

**A stenographic report of the actual classroom procedure when using the writing approach in teaching shorthand by the direct method**

• **ANN BREWINGTON**

Assistant Professor, The School of Business  
University of Chicago

Shortly after the publication of "Direct-Method Materials For Gregg Shorthand," by Ann Brewington and Helen I. Soutter, Miss Brewington was asked to write a series of articles for us explaining in detail the method which the authors of this text used in organizing the material for teaching shorthand by the direct method. These articles appeared in *The American Shorthand Teacher* for April and May, 1933. Since their publication, there have been many requests from our readers that Miss Brewington write another series of articles describing her teaching procedures in minute detail.

In order to obtain an accurate record of her teaching procedures, Miss Brewington has had a stenographic report made of what she actually says and does in the classroom and what her pupils say and do. In the September issue we published the transcript of the stenographic report covering the first class period.

Miss Brewington will appreciate comments on this series of articles. Address her in care of the School of Business, University of Chicago, Chicago.—*Editor.*

## Teaching Procedure for the Second Class Period

**PREFATORY REMARKS:** From 10 to 15 questions raised by the students can be answered and illustrated in one minute. Accordingly, these questions do not consume nearly so much time in the classroom performance as it might seem from the amount of space required to record them here. To a certain extent, the teacher can estimate how fast learning is taking place by the kind, as well as the number of questions that students ask. During the early stages of the learning process the teacher should guard against the temptation to tell the student all he knows about the particular point at issue. The teacher should tell the student merely what the student wants to know. When the class is in action, the teacher should be watching the class and *not* the textbook. When the class is reading, watch eye movements and listen to voice inflection. When the class is writing, watch the writing movements and body positions.

**TEACHER.** In this work it is very important that you work to full capacity every second of the class hour. As I have already said to you, the classroom is the place where you learn shorthand, as well as the place where you learn how to study shorthand. When a member of the class asks a question, you, as well as he, should get the answer and learn it right then and there. When I write illustrations on the board, you should practice those illustrations too. When a member of the class is reading, see how much faster you can read than he can read. Do not feel any hesitation or embarrassment in asking questions about things that you do not understand or cannot do, even though you think the matter a very, very simple one. You might be mistaken as to the simplicity. Some of the things that seem to be very simple are really very difficult. In other words, make it easy to do your home work by learning

all you can during class. Do you have any questions, complaints, or suggestions now?

STUDENT. I really feel very dumb and slow. I suppose I shouldn't tell you so, but I do.

TEACHER. It is perfectly natural that you should feel so at this stage.

ACTIVITY. *Laughter.*

TEACHER. However, you are not dumb. If you were you would not be here. If you are slow, we can correct that.

TEACHER. Will you take up your stylus and go over the article "Just Begin" as I read it. You were to be able to do it in 20 seconds. Arms on the desk up to the elbow.

ACTIVITY. *Teacher dictates entire article in 20 minutes, and class goes over outlines.*

STUDENT. After each character you lift your pen?

TEACHER. You lift your pen as you finish the last stroke in a shorthand pattern. Notice the movement as I write.

ACTIVITY. *Teacher writes first two sentences on board in very large notes, emphasizing writing movements, particularly the pen lift.*

STUDENT. What is the movement on the word "shorthand?"

ACTIVITY. *Teacher writes "shorthand" on the board in large outlines, emphasizing the writing movements.*

STUDENT. Does "have" start from the bottom up?

TEACHER. No, from the top.

ACTIVITY. *Teacher writes "have" on the board in large outlines, emphasizing the writing movements.*

STUDENT. Are "and" and "end" alike?

TEACHER. Exactly. Now, take your nose off the end of your stylus and let's go over the outlines once more.

ACTIVITY. *Teacher dictates entire article in 20 seconds and class goes over outlines.*

TEACHER. Now we are ready to write it in our notebook.

STUDENT. Shall we leave our textbook open?

TEACHER. You may, but you won't have time to look at the book. You really need the space more than the book. I suggest that you close it and push it to one side so as to have room for your arms and

notebook. If you know the shorthand pattern for any of the article, write it. If not, write a dot or a dash for every word, so as to be sure to get serial movement in this drill.

ACTIVITY. *Teacher dictates entire article in 20 seconds and class writes in notebook.*

TEACHER. Very good, except for a few who did not make themselves get through the entire article. You are the one who must make yourself do this. We'll try it again, class.

ACTIVITY. *Teacher dictates entire article in 20 seconds and class writes in notebook.*

TEACHER. Notice the movements for writing "at the end of the day."

ACTIVITY. *Teacher writes large notes on board, emphasizing the movements.*

TEACHER. Write as I dictate "at the end of the day."

ACTIVITY. *Teacher dictates and class writes in notebook, five times in 15 seconds.*

TEACHER. Notice now the movements for writing "but you cannot attack it."

ACTIVITY. *Teacher writes large notes on board, emphasizing movements.*

TEACHER. Write as I dictate "but you cannot attack it period."

ACTIVITY. *Teacher dictates and class writes in notebook, five times in 15 seconds.*

TEACHER. Now, the movements for writing "if the work is in shorthand."

ACTIVITY. *Teacher writes large notes on board, emphasizing movements.*

TEACHER. Write as I dictate "if the work is in shorthand."

ACTIVITY. *Teacher dictates and class writes in notebook, five times in 15 seconds.*

TEACHER. And finally, the movements for "and do a little work period."

ACTIVITY. *Teacher writes large notes on board, emphasizing movements.*

TEACHER. Write as I dictate, "and do a little work." Make yourself keep up with me.

ACTIVITY. *Teacher dictates and class writes in notebook, five times in 15 seconds.*

TEACHER. We are now ready to write the entire article and everyone should keep up.

ACTIVITY. *Teacher dictates and class writes article in 20 seconds.*

TEACHER. Very good. Open your books and read aloud the same article. Read as

- fast as you can, regardless of your neighbor. It isn't necessary to read very loud.
- ACTIVITY. *Class reads aloud entire article. Teacher calls on individual members of class to read a sentence. Class read aloud entire article.*
- TEACHER. Please take up your stylus and go over the outlines of "Learning Shorthand" as I read it to you.
- ACTIVITY. *Teacher reads and class goes over outlines in 20 seconds.*
- TEACHER. That was a little fast. I'll read it to you again at the rate at which I asked you to get the movements.—30 seconds.
- ACTIVITY. *Teacher reads and class goes over outlines in 30 seconds.*
- STUDENT. I think it is the word "aid," which way does it begin?
- TEACHER. This is the movement for writing "aid."
- ACTIVITY. *Teacher writes "aid" on the board in large outlines, emphasizing writing movement.*
- STUDENT. "In-making," should it be one straight line?
- TEACHER. No. There is a "jog" between "in" and "making."
- ACTIVITY. *Teacher writes "in-making" on the board in large outlines, emphasizing the jog.*
- TEACHER. Once more, let's go over the outlines.
- ACTIVITY. *Teacher reads and class goes over outlines in 30 seconds.*
- STUDENT. Does "you" always have to go with other words?
- TEACHER. "You" is generally phrased with the word following it.
- ACTIVITY. *Teacher writes on the board, saying aloud as she writes: you-will-need; you-have; you-dread; you-do.*
- TEACHER. Write these phrases, Class.
- ACTIVITY. *Teacher dictates phrases and class writes in notebook.*
- STUDENT. "Good memory" and "go where you can begin" look alike. Is "good" the same sign as "go?"
- TEACHER. Yes. In context you cannot read one for the other, if you are reading in terms of meaning. Perhaps it would be well to go over the outlines once more before taking dictation.
- ACTIVITY. *Teacher reads and class goes over outlines in 25 seconds.*
- TEACHER. How many got over it all in that time?
- ACTIVITY. *All members of class but four raise hands.*
- TEACHER. Very good. We did it in 5 seconds less time. Let's write it in our notebooks now.
- ACTIVITY. *Teacher dictates and class writes in notebook, in 30 seconds.*
- TEACHER. It is impossible for some of you to get the dictation, because of the wrong writing technique. Don't lift up your arm and put it down in a place farther along the line of writing. You should use a gliding movement like this.
- ACTIVITY. *Teacher illustrates writing movement on board, using first two sentences of article.*
- TEACHER. If you have good longhand technique, it will be easy for you. Let's take it again.
- ACTIVITY. *Teacher dictates and class writes in notebook, in 30 seconds.*
- TEACHER. You ought to have about 10 or 15 lines in your notebook of lines, dashes, dots, and funny looking marks. Let's do it again for those who have only about three lines.
- ACTIVITY. *Teacher dictates and class writes in notebook, in 30 seconds.*
- TEACHER. Very much better. Once more now, so that you can appreciate that the hardest part of learning shorthand is making yourself accomplish a task in a given time.
- ACTIVITY. *Teacher dictates and class writes in notebook, in 30 seconds.*
- TEACHER. I'm sure you feel much better about it now.
- ACTIVITY. *Laughter.*
- TEACHER. Take up your textbook and turn to Page 2, to the article "Your Teacher Will Aid You." We will take 15 seconds to look all through the article to see what it is about. Does anything in the article appear familiar to you?
- ACTIVITY. *Class glances over article for 15 seconds.*
- TEACHER. Time. Look at me. What is the article about?



STUDENT. When you are beginning your shorthand work.

STUDENT. I don't know.

STUDENT. You will need to read and reread and write and rewrite.

STUDENT. Nothing.

STUDENT. Nothing.

STUDENT. Something in the end about "aid."

STUDENT. It is either "good" or "go."

STUDENT. A good memory. You need to have one.

STUDENT. Will. Accurate.

STUDENT. It will aid you in getting good something.

Replies  
from  
individual  
students.

TEACHER. The article states that in addition to reading and writing, and having a good memory, you will need to get correct technique and that your teacher is here for the purpose of helping you get that technique. Take up your stylus and go over the outlines as I read the article to you.

ACTIVITY. *Teacher reads entire article and class goes over outlines in 45 seconds.*

TEACHER. You are so familiar with the first paragraph that I'll not write it on the board. However, I'll show you the movements for writing the last paragraph.

ACTIVITY. *Teacher writes last paragraph on the board, and meaningfully says aloud what she writes as she writes.*

TEACHER. What is the substance of this part of the article?

STUDENT. The teacher will aid you and you will like it.

TEACHER. Does it say anything about liking your teacher?

ACTIVITY. *Laughter.*

STUDENT. No.

TEACHER. That is unfortunate. But we'll make the best of it. Questions about movements?

STUDENT. What are the second and the third ones?

TEACHER. "Teacher who is." "Who is" is probably what is bothering you. Those words are phrased.

ACTIVITY. *Teacher writes "teacher who is"*

*on board several times, saying aloud what she writes as she writes.*

STUDENT. Why do you write the "h" before the "w"?

TEACHER. In shorthand writing we write the sounds in the order in which we hear them. We hear the "h" before we hear the next sound.

ACTIVITY. *Teacher pronounces the sounds in "who" and writes the word on the board as she speaks.*

TEACHER. Let's go over the outline so that you can find out how many movements you do not know.

ACTIVITY. *Teacher reads and class goes over entire article in 45 seconds.*

STUDENT. Please show us the movement for "technique."

TEACHER. That is a complicated pattern, so I'll write it very large.

ACTIVITY. *Teacher writes "technique" on the board several times, saying the word aloud as she writes.*

STUDENT. Is there a difference in the size of the dots?

TEACHER. No.

STUDENT. What is that little thing last in the last full line?

TEACHER. That is the phrase "of-your."

ACTIVITY. *Teacher writes on the board, saying aloud what she writes as she writes it: of-your; of-your shorthand; the meaning of-your shorthand work.*

STUDENT. Is "your" a little bigger than "you," or are they the same?

TEACHER. They are exactly the same.

STUDENT. Is "you-will-like" a phrase? It looks like some of the other characters we have had?

TEACHER. Yes, it is. The phrase "you-will-like" begins exactly like the phrase "you-will-need."

ACTIVITY. *Teacher writes phrases on the board in large notes, saying aloud what she writes.*

TEACHER. You should have about 15 lines in your notebook for these 114 words. But perhaps we should go over the outlines of the entire article once more before taking dictation.

ACTIVITY. *Teacher reads and class goes over outlines in 45 seconds.*

TEACHER. Now, let's write it.

ACTIVITY. *Teacher dictates and class writes in notebook, in 45 seconds.*

TEACHER. Some of you are not making yourselves record something for every word. You are not moving fast enough. You are entirely too leisurely about it. We'll do it once more for the benefit of those who have not yet learned this technique.

ACTIVITY. *Teacher dictates and class writes in notebook, in 45 seconds.*

TEACHER. •Very much better. You see you can do it if you will only try. Will you take your assignment now? Copy it exactly as it is on the board.

ACTIVITY. *Class copies on notebook:*

1. Write "Just Begin" until you can write it in 35 seconds.
2. Go over the outlines of "Learning Shorthand" until you can do it in 30 seconds.
3. Read "Learning Shorthand" until you can read it in 15 seconds.
4. Go over the outlines of "Your Teacher Will Aid You" until you can do the article in 40 seconds.

STUDENT. What do you mean, "read it in 15 seconds?"

TEACHER. Get the substance of the article. I do not expect you to know "Your Teacher Will Aid You" verbatim, now, but I do expect you to have the general idea of it. You should now know "Just Begin" and "Learning Shorthand" verbatim. I will now show you how to study and prepare this assignment. Open your books to the article "Just Begin." First decide whether you will read it, or go over the outlines. Do not do both at the same time. When

you read, you are getting the meaning; when you go over the outlines, you are getting the movement. When you read aloud so as to be sure that you are not merely looking at the shorthand patterns without associating them with the meaning they express. When you go over the outlines, do not say the words to yourself. Do not even move your lips, as it will slow you up as you go over the outlines. Make your hand and fingers move very, very fast, and very lightly.

ACTIVITY. *Class reads aloud "Just Begin."*

TEACHER. We will read it once more and I'll call time when you should have finished it within the time specified.

ACTIVITY. *Class reads aloud; teacher calls "time" at the end of 10 seconds.*

TEACHER. Close your book and see how much of the article you can write by the time I call "Time."

ACTIVITY. *Class writes in notebooks; teacher calls "Time" in 35 seconds.*

TEACHER. Open your textbook and take up your stylus and go over the outlines as fast as you can.

ACTIVITY. *Class goes over outlines; teacher calls "Time" in 35 seconds.*

TEACHER. You continue this process until you can take the article in 35 seconds. All your work in class and during your study periods must be done in your shorthand notebook. Any questions, any complaints, or any suggestions you have about your work or the work of the class, should be written in your notebook. You have no use for scratch paper in this class.

*(To be continued)*



*All Gregg Representatives Stop Exclusively at The Willard in Washington.*

## PRESTIGE

Zachary Taylor was the first President to reside at the old Willard—known modernly as "the Residence of Presidents." Enjoy its modern luxury—have the social distinction and convenience of this preëminent address.

Single Rooms with Bath \$4 up  
Double Rooms with Bath \$6 up

*The*  
**WILLARD HOTEL**

WASHINGTON, D. C.

H. P. Somerville, Managing Director

# PROFESSIONAL READING

**This department has been greatly enlarged. It will consist of three parts—(1) book reviews; (2) lists of articles in general educational magazines; (3) bibliographies of tests**

• JESSIE GRAHAM, Ph.D.

Associate Professor of Commerce  
State College, San Jose, California

## I. STIMULATING BOOKS

**GETTING ALONG WITH PEOPLE**, by Milton Wright, McGraw-Hill Book Company, Inc., New York, 1935, 310 pp., \$2.50.

We are told that in many occupations and in our social contacts all the vocational training and academic learning we and our pupils have may be of little avail unless we can get along with people. We are indeed blessed if we can say, as Will Rogers used to say, that we never met anyone we didn't like. Even if this statement isn't true in our particular case, we can do everything possible to acquire this art of getting along with people and also to help our pupils achieve this desirable goal by reading a careful analysis of all the implications involved in "getting along with people."

This book is written with the idea in mind that the "knack" of getting along with people can be developed. The chapters are arranged in four groups: (1) understanding people; (2) getting in tune with people; (3) influencing people; and (4) taking yourself out of a position of inferiority and placing yourself in a position to direct others.

This is not intended to be a profound nor a scientific treatise on psychology; neither is it an exposition of the beliefs of any "cult." It is filled with anecdotes of everyday situations and analyses of simple occurrences. Suggestions are given for keeping records of improvement in qualities contributory to this art. The little stories told will be of aid to teachers in illustrating classroom talks on social contacts.

**THE AMERICAN WAY**, by John W. Studebaker, United States Commissioner of Education, McGraw-Hill Book Company, Inc., New York, 1935, 206 pp., \$2.00.

Those who are asked to plan or conduct the now popular public forums will be pleased to know that an account of practical experience with this type of adult education is available. Mr. Studebaker not

only describes the Des Moines public forums, which have been held for the past two years; he sets forth also his ideas as to education in the new democracy. It is his belief that the maintenance of an enlightened and interested body politic may be helped by the spread of devices for free discussion under public auspices. He says, "The outstanding feature of this new visualization of democracy, however, is the attempt to subordinate individualism in economics while simultaneously stressing it in the political, social, and educational aspects of our lives. The destiny of our nation hangs on the success with which this delicate revolution can be effected and maintained." The public forums are stimulating to thought and thus instrumental in effecting and maintaining this "delicate revolution."

The description of the Des Moines forums is comprehensive including data secured from questionnaires sent to adults in the community, lists of topics discussed, instructions to panel speakers, and samples of study guides.

**PROGRESSIVE METHODS OF TEACHING IN SECONDARY SCHOOLS**, by Nelson L. Bossing, Houghton Mifflin Company, Boston, 1935, 704 pp., \$2.75.

The classroom teacher is always on the alert for ideas which may be put to everyday use. This book is full of such ideas. It comprises five units:

(1) orientation of the teacher into the peculiar nature and purpose of his task as a teacher in a secondary school; (2) consideration of the problems of classroom organization and management; (3) exposition of the teaching techniques common to normal classroom teaching situations; (4) evaluation of the most important of the methods applicable to the learning needs of pupils at the level of the secondary school; and (5) consideration of the problem of the evaluation of the results of teaching.

Chapters on economy in classroom procedure, first-day management problems, and school discipline are especially interesting to the young teacher. For example, one table depicts the pen-

alties applied to 755 serious disciplinary cases and the apparent success of the treatment. Ranked according to success, the types of treatment ranged from "kindness and sympathy" and "loss of privilege" on the one extreme to "sarcasm" and "nothing" on the other.

Chapters on instructional planning, the assignment, the review, the question in teaching, the verbal illustration in teaching, and the concrete illustration in teaching are particularly good.

The chapters covering various methods of teaching—socialization of the recitation, problem method, project method, supervised study, and education for appreciation are likewise of practical value. In fact, the entire book furnishes an excellent guide to the classroom teacher in the secondary school. A bibliography is attached to each chapter.

**HOW TO SPEND MONEY, by Ruth Brindze,  
The Vanguard Press, New York, 1935,  
297 pp.**

Another of the ever-growing number of books for the consumer has been prepared by the chairman of the Consumers' Council of Westchester County, New York. In each of the seventeen chapters, practical hints on buying are given. The subject matter includes the buying of clothing, bedding, medicines, table service, food, etc. While it is impossible within the short space of one book to give more than an introduction to the intelligent buying of each of these many commodities, enough helpful suggestions are given to make the book of value to the consumer. It makes at least entertaining supplementary reading for courses in consumer education.

**THE BUSINESS BOOKSHELF (A List Based on Use), compiled by Marian C. Manley and Mary E. Hunt, under direction of Beatrice Winsor, The Public Library, Newark, N. J., 1935, 75 pp. (paper cover), \$2.00.**

For several years the activities of the Business Branch of the Newark Public Library have been well known. We are assured then that in compiling this business bookshelf for 1935 careful selection has been made from practically all available publications relating to business. Because of the careful selection and annotation, this list is invaluable to teachers of business subjects. In some schools, library lists are carefully scrutinized by administrators for an indication of the awareness of the teacher to the literature of his field. Too often the library order is compiled hastily. With the "Business Bookshelf," discriminating library orders and supplementary reading lists may be compiled. This is a list of business books, however, and it does not contain textbooks nor books on the teaching of the various business subjects.

The first part of the bookshelf is divided into three parts: (1) the business man himself; (2) the economic background; and (3) business management. The section on the "business man himself" contains four divisions: (1) his personal development; (2) his financial program; (3) some special problems; and (4) his status as a consumer. The other sections are also subdivided.

A reference shelf includes twenty-two items. "Current Economics in Popular Style" is the name of a list of books of timely interest. Similar titles are indexed under "Present-day Problems" in the subject index. The author and title and subject indexes furnish additional helps in locating appropriate books for various purposes.

**SYLLABUS IN METHODS OF TEACHING BOOK-KEEPING, by Stanley Pugh, George Peabody College for Teachers, Nashville, Tenn., Published by the author, 1935 (paper cover), fifty cents.**

This syllabus contains brief outlines for twenty-nine class periods of a course in methods of teaching bookkeeping. Seven aims for teaching bookkeeping are presented. An unusual and interesting part of the monograph is called "Other Useful Information." There is a rating scale for teachers of business subjects. In addition, there are lists of various types—marks of an educated man, rules for health and success, suggestions for teaching efficiency, and life mottoes. One page is devoted to descriptions of bookkeeping tests. The bibliographies of books on business, accounting, bookkeeping, together with magazine articles are exceptional. This little pamphlet will form a handy reference book not only for the student in the methods course but for the teacher on the job as well.

**WHAT MAKES A BOOK READABLE, by William S. Gray and Bernice E. Leary, the University of Chicago Press, 1935, 358 pp., \$3.00.**

When one thinks of the work which has been done in the field of improvement of reading ability, one invariably thinks of Dr. William S. Gray. Now he and Dr. Bernice Leary have collaborated in preparing a report on the reading interests of adults of limited reading ability. Thoughtful people have been especially grateful during the years of depression in watching the splendid work done through public libraries and centers for adult education. Now that more people are reading books than ever before, more and more material will be needed, especially in adult education; or, possibly, in the rewriting of some books difficult for the adult of limited reading ability. For example, of 350 books examined for difficulty of reading by adults of limited reading ability, the 1722 edition of Robin-

son Crusoe was adjudged the most difficult and a revision of Robinson Crusoe prepared for Grade III, the least difficult. It is to be regretted, too, that books on topics of current interest are among the most difficult listed.

Books, magazines, and newspapers were analyzed. The research worker in this field will be interested in the regression equations developed for use in predicting difficulty of reading material. The layman, however, is concerned primarily with the use to which the results of the authors' studies may be put.

One result of these studies is a series of paragraphs of varying difficulty which are to be given to readers who seek advice in book selection. The paragraph chosen indicates to the teacher or librarian the area from which book selections may be made. The index of difficulty given for each of 350 books is also an aid in reading guidance.

The final chapter is concerned with the preparation of readable materials. Reports of various investigations of reading interests are given. Suggestions are given as to qualities in vocabulary and composition which make a book readable.

This book presents answers to some of the problems of two classes of people: (1) teachers and librarians who are asked to select reading material for those of limited ability; and (2) authors who are endeavoring to write readable material.

**AN ANALYSIS OF OFFICE OCCUPATIONS**, by Ralph S. Rowland and Earl P. Strong, Published by the authors, State Teachers College, Indiana, Pennsylvania, 1935, 40 pp. (paper cover), fifty cents.

This analysis represents a compilation of research findings in the field of office occupations. Appended to the book is a large chart which is invaluable to those interested in vocational training and guidance. Twenty-eight office occupations are listed. The twenty-two vertical columns give information about each occupation. Some of the column headings are: nature of the work and machines used, duties, general qualifications, opportunity for placement, promotional line, weekly salary range, and advantages and disadvantages. Extensive general and classified occupational bibliographies are included.

**AN OCCUPATIONAL SURVEY ON TODAY'S BASIS**, conducted under the supervision of Raymond C. Goodfellow, Director of Commercial Education, Newark, New Jersey, 1935, 75 pp., multigraphed.

This report presents the findings of the survey which, through the cooperation of the Superintendent of Schools and the Newark Board of Education, was recently completed by the commercial teachers of that city. In reading the report one cannot fail to

be impressed with the thoroughness of the work done by the teachers and with the unfailing courtesy and cooperation of those interviewed, without which the efforts of those responsible for the survey would have been unavailing.

Part I contains the detailed reports of the teachers' interviews with executives of the twenty-nine business concerns included in the survey. Each interview was conducted with certain clearly defined objectives leading to the obtaining of accurate data on the following points:

1. Sources from which office employees are secured.
2. Personal traits most desired.
3. Equipment used in the offices.
4. Duties performed by employees classified as clerical workers.
5. Criticisms of the product of present commercial training and suggested improvements which would tend to make that training more adequately meet the demands of business.

It is a matter of interest, as well as of encouragement, to notice that with but two exceptions (due to the nature of the businesses) the concerns interviewed have definite positions for which high school graduates without experience are eligible.

Part II summarizes in statistical form the information secured in the personal interviews. The tabulation of the data under headings which conform with the objectives mentioned as the aims of the interviews makes the information of high value to those seeking to increase the efficiency of business education courses in public high schools.

Part III contains a report of a survey made of 1934 commercial graduates of the Newark senior high schools. In this survey, for reasons of economy both in time and effort, questionnaires rather than a personal canvass were used. Of 683 questionnaires sent out to January and June, 1934, graduates, 405 were returned. These returns showed that 104 students, or 25.6 per cent, were employed and 301 students, or 74.4 per cent, were unemployed.

The data procured from these questionnaires were tabulated under the headings: Salary Range, Sources of Employment, Advanced Study, Suggestions for Improving Courses. A supplementary report was included in this survey, tabulating the answers given by the present 9A commercial students who were asked to state who had helped them in making their decisions to enroll in the commercial courses. The answers reveal the fact that, as yet, the elementary school is not a vital factor in directing pupils' election of high school courses. Therefore, it would seem advisable that guidance programs be arranged through which pupils of the seventh and eighth grades may be introduced to the various possible fields of employment.

The survey of graduates reveals one fact particularly; that is, that regardless of training and background these high school graduates were unable to sell their services. Economic conditions are, in part,

responsible for the high percentage of unemployment in this group, but it would seem that a closer association and cooperation between business interests and the schools might be mutually beneficial. On the one hand, business concerns could cooperate with schools by giving suggestions concerning the kind of training that might advantageously be incorporated in the curricula; on the other, the schools should be alert to changing business methods and change their training methods accordingly.

## II. PERTINENT MAGAZINE ARTICLES

**THE USE OF MONTHLY BULLETINS IN TEACHING ECONOMICS**, by Thomas C. Barham, Jr., *The School Review*, XLIII:6 (June, 1935), pp., 434-439.

Nine specific suggestions for the use of government bulletins in the teaching of economics are included. Adaptations may be made by the teacher in harmony with current events.

**ANTIOCH GRADUATES HOLD THEIR JOBS**, (no author given), *Personal Journal*, XIV:2 (June, 1935), pp., 60-63.

A description of the co-operative plan followed at Antioch College. At all times during the depression, 90 per cent or more of Antioch's graduates in the classes since 1921 have been employed. Two students fill a single position, the one working in it while the other is engaged in the studies of a liberal curriculum at the college. A stimulating article.

**THE UNIT ASSIGNMENT**, by Francis D. Curtis, *Junior-Senior High Clearing House*, New York, IX:9, (May, 1935).

An article presenting a catalogue of arguments for and against the use of the unit assignment. Such use has become widely established practice and should therefore be studied in order that its merits may be capitalized.

## III. TIMELY TESTS

The tests here described have been selected by the reviewer because of their possible value to teachers who wish to keep abreast of modern trends in classroom procedure. The list of tests is not exhaustive by any means. Complete test bibliographies are available in publications which will be mentioned from time to time in this section. The editor will be grateful for suggested additions to these lists of tests, especially from teachers who have used them and found them to be satisfactory.

There is a great deal of interest being shown just now in tests for occupational guidance and personality development—with the objective of improving vocational business education. A few tests useful in this field are described below. Instructions for scoring are furnished with the tests.

**VOCATIONAL INTEREST BLANK FOR MEN AND VOCATIONAL INTEREST BLANK FOR WOMEN**, by Edward K. Strong, Jr., Stanford University, California, 1933, 8 pp. each.

The object of these tests is to determine whether or not the person tested would like a certain occupation. The test is timed. Part I contains a list of 128 occupations to be checked for liking, indifference to, or disliking. Parts II and III deal with amusements and activities engaged in. Part IV deals with likes and dislikes relative to different types of people. This section is especially significant because of the growing conviction among educators that getting along with people is a definite element in many types of vocational success. Parts V and VI are concerned with comparison of interest between groups of items. Parts VII and VIII cover present abilities and characteristics and success in school subjects. While the test results are an indication of suitable occupations, they are valuable also because of the self analysis which is induced in the subject taking the test.

**A-S REACTION STUDY**, by Gordon W. Allport and Floyd H. Allport, Houghton Mifflin Company, 1928, 8 pp. each. (Form for men and form for women.)

Additional preparation for the important duty of getting along with people is a study of reactions to social situations. For example, certain questions deal with the problem of self-consciousness under definite situations. The discussion evoked after such a test has been taken would no doubt be very much worthwhile.

**PERSONALITY SCHEDULE**, by L. L. Thurstone and T. G. Thurstone, The University of Chicago, 1930. (Complete report on the use of the scale at the University of Chicago is included in the *Journal of Social Psychology*, Vol. I, No. 1, February, 1930, pp. 3-30.)

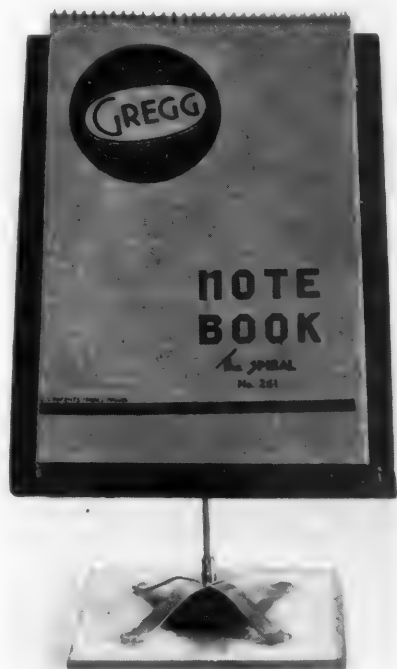
The purpose of this schedule is to obtain a fairly reliable index of neurotic tendencies. Students with emotional and personality difficulties may be helped to overcome them if given intelligent guidance as the result of the test.



# SUPPLIES AND EQUIPMENT NEWS

• Edited by ARCHIBALD ALAN BOWLE

6. Always something new from an old idea. So it is with the Gregg notebook and music stand. The great idea is the use of a suction cup which adheres to any surface, glass, wood or metal, in conjunction with a stand which can be used for holding



not only a notebook, but loose papers, music sheets, etc. You will notice that there is plenty of room for papers and other objects to be placed below the rack—it is lifted free of all obstacles on the desk. The metal parts are non-corrosive. The stand is adjustable to any angle on the desk. The rubber cushion and splay legs so hold the stand that there is no vibration from the typewriter. Special prices to schools. Believe it or not, this device is the brain child of a skilled musician. Available at stationery stores or can be purchased direct from The Gregg Publishing Company. Special prices to schools.

7. Visible Protective Display is the name given to transparent envelopes made of durable, heavy-gauge celluloid. The edges are well sewed with double binding. Each envelope is slotted for standard loose-leaf binders and thus gives better wear at the binding post than plain sheets. The envelopes protect the material but at the same time show it off to best advantage. Excellent for keeping charts, photographs, and important papers clean and easily accessible.

8. Memoroll is a new product of the Art Steel Company and can be purchased locally. The holder takes paper in standard size rolls and provides an attractive, efficient, and easily operated memo holder. It provides for a continuous memo of any length desired and up to three and one-half inches wide. A special storage compartment for memoranda is provided in the base, together with space for pen or pencil.

9. Rux-tone rubber cement is a new product just brought out by Ruxton Products of Cincinnati, and is the answer to many letters I receive regarding material for pasting shorthand and typewriting designs in scrapbooks. It is waterproof and clean to use, is transparent, and, so the makers declare, will join wood, paper, cardboard, plaster, metal, and even glass. It comes in a neat tube and is easy to apply.

October, 1935

A. A. Bowle,  
270 Madison Avenue, New York.

Please send me, without obligation, further information about the products circled below.

6, 7, 8, 9

Name .....

Address .....

## Bentley Board Base

The small portable typewriter is used many times and in many places where the constant sound of the working keys is extremely aggravating to others. A handy emergency pad for such an occasion is easily made from a portion of a discarded corrugated cardboard shipping box or carton. The bottom is cut to



Device by Frank W. Bentley, Jr.,  
Missouri Valley, Iowa

form a small elevated platform some two inches in height, which in no way interferes with the use of the machine. The loose flaps on the inside are pulled down and a stuffing of crumpled paper placed between them and the pasted bottom flaps in this case used as a top or platform. A box of 12 by 12 inches in size is very easy to procure, and an ordinary pocket knife can be used to cut it down. This odd but easily manufactured pad or base will greatly deaden most of the disturbing noise and rattle of even an old worn machine.

## Business Education Calendar

### October

- 3-4 Michigan Educ. Assn., Dist. 7, Ironwood.
- 4 New York Teachers Assn., S. Zone, Ithaca.
- 5 Arkansas Valley Com. Teachers Club, Wichita.
- 10-11 New Hampshire Bus. Educators Assn., Concord.
- 10-11 Illinois Teachers Assn., Div. Meetings: Mississippi Valley, Quincy; Southeastern, Lawrenceville; Western, Galesburg; Black Hawk, Kewanee; East Central, Urbana; Eastern, Mattoon; Illinois Valley, LaSalle.

- 10-11 North Dakota Educ. Assn., Dist. Meetings: Jamestown, Grand Forks.
- 10-11 W. Wisconsin Teachers Assn., LaCrosse.
- 10-11 Michigan Educ. Assn., Dist. 6, Detroit; Dist. 8, Battle Creek.
- 12 Illinois Bus. Schools Assn., Springfield.
- 14 Illinois Teachers Assn., DuPage Valley Div., Elmhurst.
- 17 Indiana Teachers Assn., Indianapolis.
- 17 N.E. Missouri Teachers Assn., Kirksville.
- 17-18 New York Teachers Assn., E. Zone, Albany.
- 17-18 Michigan Educ. Assn., Dist. 2, Flint; Dist. 3, Jackson.
- 18 Pennsylvania Educ. Assn., E. Div., Easton.
- 18 Illinois Teachers Assn., Rock River Div., Dixon.
- 24-26 Michigan Educ. Assn., Dist. 4, Grand Rapids; Dist. 5, Travers City; Dist. 1, Detroit.
- 25 Maine Com. Teachers Assn., Bangor.
- 25 Illinois Teachers Assn., N.W. Div., Rockford.
- 25 New York Teachers Association, S.E. Zone, White Plains.
- 25 S.E. Ohio Teachers Assn., Athens.
- 25 West Virginia Teachers Assn., Charleston.
- 25-26 Ohio Teachers Assn., Dist. Meetings: Northwestern, Toledo; Northeastern, Cleveland; Southwestern, Cincinnati; Eastern, Cambridge; Central, Dayton.
- 25-26 Maryland Teachers Assn., Baltimore.
- 28 Illinois Teachers Assn., Lake Shore Div., Winnetka.
- 30 New Mexico Educ. Assn., Albuquerque. (Through Nov. 2)
- 31 Minnesota Educ. Assn., Twin City Div., St. Paul. (Through Nov. 1)
- 31 Iowa Teachers Assn., Des Moines. (Through Nov. 2)
- 31 W. Tennessee Teachers Assn., Memphis. (Through Nov. 2)

### November

- 1 Illinois Teachers Assn., N.E. Div., Joliet.
- 1 New York Teachers Assn., W. Zone, Buffalo.
- 2 Kansas Teachers Assn., Wichita.
- 6-8 North Dakota Teachers Assn., Bismarck.
- 7-8 Colorado Educ. Assn., E. Div., Denver.
- 7-9 Arkansas Educ. Assn., Little Rock.
- 7-9 Missouri Teachers Assn., St. Louis.
- 7-9 Wisconsin Teachers Assn., Milwaukee.
- 9 Fourth Nat'l Mimeograph Assn. Conference, Danville, Indiana.
- 11-17 American Education Week.
- 21-23 Illinois H. S. Conference, Urbana.
- 21-23 Louisiana Teachers Assn., Alexandria.
- 23 Tri-State Com. Educ. Assn., Pittsburgh.
- 25-27 South Dakota Educ. Assn., Mitchell.
- 25-27 California Teachers Assn., Bay Sec., San Francisco and Oakland; Northern Sec., Sacramento.
- 28-30 Texas Teachers Assn., San Antonio.
- 30 S.W. Private Com. Schools Assn., Dallas.

# TEACHING BUSINESS MATHEMATICS

**Mr. Rosenberg, author of last year's series of Business Mathematics Tests, offers this month the first of a new series on this same important subject**

• **R. ROBERT ROSENBERG, M.C.S., C.P.A.**

Dickinson High School  
Jersey City, N. J.

**A**LTHOUGH business arithmetic is a vocational subject, the application of arithmetical principles to problems that arise from activities in the home, in the school, and in society must not be overlooked. The content of the course must not be limited to such topics as are of only direct commercial value, nor must the practices and techniques adopted be those that prevail exclusively on the job. The use of arithmetic in the everyday life of the student and of the adult should be emphasized. Its value to the consumer in buying should be stressed, together with its value in buying as a dealer; making change is no more important to the dealer than receiving change is to the customer. Picturing arithmetic as an essential tool for everyone should be the primary aim of the course.

## The Presentation Should Arouse Interest

So that satisfactory results may be obtained from a study of the subject, a novel, practical, and interesting presentation both in a textbook and by the teacher is essential.

The fundamental importance of business mathematics in bookkeeping and in most clerical positions makes the subject most interesting.

Accuracy should be the watchword at all times, without exception, as in business a result is always either right or wrong, and never partly correct.

Speed should be striven for only when the habits of checking for accuracy have been definitely fixed.

Neatness in all written work should be a requisite for satisfactory work in the subject,

and should be stressed at all times. Neatness aids accuracy, and is its most valuable ally.

## Immediate Aims Listed

In order that instruction in business mathematics may be productive of the greatest usefulness and the most lasting benefits to the students, the immediate aims should be as follows:

To develop speed and accuracy in the fundamental processes of handling the integers and fractions most used in business.

To develop the highest standards of accuracy, speed, systematic procedure, and neatness.

To place emphasis on dexterity in mental computations rather than on the form of written solution.

To develop the relatively few short cuts that are of practical value in rapid calculation.

To train in problem reading, interpretation, and solving.

To train in estimating the reasonableness of an answer.

To develop the topics and subject that are truly vocational in character, of greatest interest and use to students, and necessary for a clear understanding of other topics and subjects.

To prepare for living by showing the applications of the principles of business mathematics to life situations.

To tie up every operation with an economic and social activity in keeping with the student's social position.

To bring every principle and problem that is taught within the student's comprehension.

**S**AM KNIGHT, president of the Four-C Commercial College, Waco, Texas, was elected recently to the position of City Commissioner of Waco.

Mr. Knight was born and educated in Alabama, attending Howard College in Birmingham. Later he joined the faculty of Toby's Business College and was associated with it for twenty-four years. In 1924 together with William L. Baine he founded the Four-C College in Waco.

**E**ARL CLEVINGER, who for many years has been head of the commercial department of the Lawton High School, was recently elected head of the department of commerce and director of commercial teacher training in Central State Teachers College, Edmond, Oklahoma. This past summer Mr. Clevenger was married to Miss Ima Fuchs of Lawton, Oklahoma.

Mr. Clevenger has completed most of his graduate work at New York University.

When You Travel to Pittsburgh



Thoroughly Modern yet Medium Priced

Single Rooms (one person)—\$3.00 and \$3.50—No Higher

Double Rooms (two persons)—\$4.50 to \$6.00—No Higher

**TILE BATH IN EVERY ROOM**

**FREE RADIO IN EVERY ROOM**

The Pittsburgher is located in the very center of downtown Pittsburgh, within 5 minutes of all railroad stations . . . Department stores, theatres and office buildings are all in the immediate vicinity.

If driving, your auto will be taken to the garage direct from the hotel entrance and delivered to you on call. Every convenience and service of modern hotel-keeping is extended to the patrons of the Pittsburgher.

Three fine restaurants serving delicious food at a range of prices suitable to every purse.

**The HOTEL PITTSBURGH**

A Knott Hotel

Joseph F. Duddy, Manager

# The B. E. W. Annual Directory of Commercial Education Associations

(Continued from the September issue)

## IDAHO

### IDAHO STATE COMMERCIAL ASSOCIATION

*President:* Madeline Wall, Wallace High School, Wallace.  
*Vice President:* Leona Taylor, Fruitland High School, Fruitland.  
*Secretary:* Wayland Mattson, Twin Falls High School, Twin Falls.  
*Executive Secretary:* John I. Hillman, Boise.

### SOUTHWEST IDAHO EDUCATIONAL ASSOCIATION *Commercial Section*

*President:* Mrs. Adelia B. Merrill, Franklin High School, Boise.  
*Vice President:* Elizabeth Watson, Caldwell High School, Caldwell.  
*Secretary:* Nellie Lu Eaton, Mountain Home High School, Mountain Home.

## ILLINOIS

### ILLINOIS COMMERCIAL TEACHERS ASSOCIATION

*Chairman:* Mrs. Marion F. Tedens, Supervisor of Typewriting, Public Schools, Chicago.  
*Vice Chairman:* Glen Myers, Jacksonville High School, Jacksonville.  
*Secretary:* Margaret Riggs, Oak Park and River Forest Township High School, Oak Park.  
*Treasurer:* Mina Bearhope, De Kalb Township High School, De Kalb.

### ILLINOIS BUSINESS SCHOOLS ASSOCIATION

*President:* Mary M. Gallagher, Gallagher School of Business, Kankakee.  
*Vice President:* S. I. Gresham, Brown's Business College, Springfield.  
*Secretary-Treasurer:* E. L. Hubble, Brown's Business College, Bloomington.

## INDIANA

### INDIANA STATE TEACHERS ASSOCIATION *Commercial Section*

*President:* George Joyce, Anderson High School, Anderson.  
*Vice President:* Edith Wilson, Jeffersonville.  
*Secretary:* Winifred West, Broad Ripple High School, Indianapolis.

## IOWA

### IOWA STATE TEACHERS ASSOCIATION *Commercial Section*

*President:* Dr. E. G. Blackstone, Iowa University, Iowa City.  
*Secretary:* Chester M. Jones, East High School, Des Moines.

### IOWA ASSOCIATION OF PRIVATE COMMERCIAL SCHOOLS

*President:* Harold H. Hunt, Central Iowa Business College, Marshalltown.  
*Secretary:* Bruce F. Gates, Gates College, Waterloo.

## KANSAS

### KANSAS STATE COMMERCIAL TEACHERS ASSOCIATION

*President:* E. E. Fink, Eldorado High School, Eldorado.  
*Vice President:* F. A. Thorn, High School, Coffeyville.  
*Secretary-Treasurer:* L. M. Clark, Eldorado High School, Eldorado.

### ARKANSAS VALLEY COMMERCIAL TEACHERS CLUB

*President:* E. E. Snyder, Eldorado High School, Eldorado.  
*Vice President:* X. H. Wilkinson, High School North, Wichita.  
*Secretary-Treasurer:* May Maple, Central Intermediate High School, Wichita.

## KENTUCKY

### KENTUCKY EDUCATION ASSOCIATION *Commercial Section*

*Chairman:* Leslie Betts, High School, Livermore.  
*Vice Chairman:* C. C. Dawson, Berea College, Berea.  
*Secretary:* Elizabeth Ashby, Shawnee High School, Louisville.

## LOUISIANA

### LOUISIANA STATE TEACHERS ASSOCIATION *Commercial Section*

*President:* N. B. Morrison, Louisiana State Normal College, Natchitoches.  
*Vice President:* Fred Coleman, Peters High School, New Orleans.  
*Secretary-Treasurer:* Mercedes Lyon, Slidell.

## MAINE

### MAINE TEACHERS ASSOCIATION *Commercial Section*

*Chairman:* Dolnar Littlefield, High School, Augusta.  
*Vice Chairman:* Marion Kimball, South Portland High School, Portland.  
*Secretary:* Blanche Wilbur, High School, Madison.

## MARYLAND

### MARYLAND STATE TEACHERS ASSOCIATION *Commercial Section*

*President:* M. Virginia Lee, Western High School, Baltimore.

## MICHIGAN

### MICHIGAN EDUCATION ASSOCIATION *District Commercial Sections*

*Chairmen:* B. S. Frost, High School of Commerce, Detroit; McKinley Browne, Central High School, Bay City; Nelle Bradley, Jackson High School, Jackson; Leon Miller, Ottawa Hills High School, Grand Rapids; George G. Mackmiller, Ann Arbor High School, Ann Arbor; James Bennett, High School, Marquette; Robert B. Dewey, Central High School, Kalamazoo.

### MICHIGAN BUSINESS SCHOOLS ASSOCIATION

*President:* Dr. E. E. Brown, Ferris Institute, Big Rapids.  
*Vice President:* M. E. Davenport, Davenport-McLachlan Institute, Grand Rapids.  
*Secretary-Treasurer:* J. A. Ebersol, Acme Business College, Lansing.

## MINNESOTA

### MINNESOTA EDUCATION ASSOCIATION *Commercial Section*

*President:* Edward Westmann, North High School, Minneapolis.  
*Vice President:* Maryellen Shields, High School, Chisholm.  
*Secretary:* Mrs. Anna Ryan, Humboldt High School, St. Paul.

## MISSISSIPPI

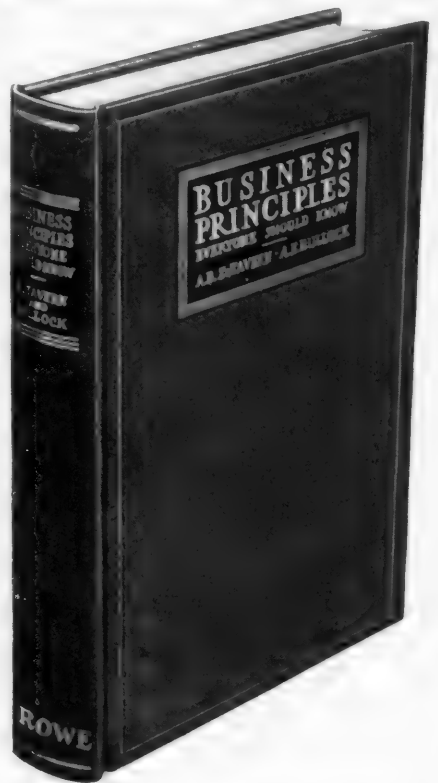
### MISSISSIPPI EDUCATION ASSOCIATION *Commercial Section*

*Chairman:* W. W. Littlejohn, High School, Hattiesburg.  
*Secretary:* W. B. Pearson, High School, Biloxi.

## MISSOURI

### MISSOURI STATE TEACHERS ASSOCIATION *Commercial Section*

*Chairman:* Gordon Trotter, High School, Webster Groves.  
*Vice Chairman:* Earl Van Horn, Westport High School, Kansas City.  
*Secretary:* Ruth Hughes, High School, Maplewood.



## Teach Students To Think!

BUSINESS PRINCIPLES by A. B. ZUTAVERN and A. E. BULLOCK, Director of Commercial Education, Los Angeles, is a course vitally necessary for every student.

The book develops efficient consumers. It shows students how to analyze goods and services; how to provide for economic security; how to base buying decisions on factual information rather than on emotional appeal. Every page is stimulating and thought-provoking! Accompanied by THE PILOT, in which the students apply the principles to actual life situations. For 11th and 12th grade.

You can strengthen, broaden, and vitalize your course by the adoption of this modern text. May we send you an examination copy to consider for introduction?

THE H. M. ROWE COMPANY  
624 N. Gilmore St., Baltimore, Md.  
320 East 21st St., Chicago, Ill.



**NORTHEAST MISSOURI DISTRICT TEACHERS  
ASSOCIATION**

*Chairman:* Dr. P. O. Selby, State Teachers College, Kirksville.

**MONTANA**

**MONTANA STATE EDUCATION ASSOCIATION  
Commercial Section**

*District Chairmen:* *Western:* G. E. Kidder, Superintendent of Schools, Ronan; *North Central:* Ralph Grosshart, High School, Chester; *Eastern:* Leora Bradshaw, High School, Roundup.

**NEBRASKA**

**NEBRASKA STATE TEACHERS ASSOCIATION  
Commercial Section**

**District I**

*President:* G. W. Underkofler, College View High School, Lincoln.  
*Secretary:* Nonda Challburg, High School, Aurora.

**District II**

*President:* F. E. Walsh, Creighton University, Omaha.  
*Secretary:* Mildred Beckman, Tremont.

**District III**

*President:* G. D. Bacon, West Point High School, West Point.  
*Secretary:* L. F. Good, Wayne High School, Wayne.

**NEW HAMPSHIRE**

**NEW HAMPSHIRE BUSINESS EDUCATORS  
ASSOCIATION**

*President:* Charlotte M. Schaedel, High School, Peterboro.  
*Vice President:* Helen Small, High School, Nashua.  
*Secretary-Treasurer:* Agnes I. Moberg, High School, Concord.

**NEW JERSEY**

**HIGH SCHOOL COMMERCIAL TEACHERS  
ASSOCIATION OF NEW JERSEY**

*President:* Raymond C. Goodfellow, Director of Commercial Education, Newark.  
*Vice President:* Herbert W. Letts, Bridgeton.  
*Secretary:* John R. Boyle, Weequahic High School, Newark.  
*Treasurer:* G. G. Gudmundson, Elizabeth.  
*Member of Executive Committee:* R. Dorothea Jones, Hillside.

**NEW YORK**

**ACCOUNTING AND COMMERCIAL LAW TEACHERS  
ASSOCIATION OF NEW YORK CITY**

*President:* Marguerite E. McGuire, Bay Ridge High School, Brooklyn.  
*First Vice President:* Irving Raskin, Girls Commercial High School, Brooklyn.  
*Secretary:* Eva Estrin, Bay Ridge High School, Brooklyn.  
*Treasurer:* Mrs. Adrienne V. Scott, Washington Irving High School, New York City.

**COMMERCIAL EDUCATION ASSOCIATION OF  
NEW YORK CITY AND VICINITY**

*President:* Conrad J. Saphier, Samuel J. Tilden High School, Brooklyn.  
*Vice Presidents:* Grace Ary, Hefley Business School, Brooklyn; Clyde O. Thompson, Mt. Vernon High School, Mt. Vernon.  
*Secretary:* Mildred K. Bentley, Girls Commercial High School, Brooklyn.  
*Treasurer:* Henry Smithline, Grover Cleveland High School, Ridgewood, L. I.  
*Editor:* Dr. Herbert Tonne, New York University.  
*Member at large on the executive committee:* Mrs. Etta M. Fowler, Haaren High School, New York City.

**NEW YORK CITY GREGG SHORTHAND TEACHERS  
ASSOCIATION**

*President:* Dr. Herbert Tonne, New York University.  
*Vice Presidents:* Grace Ary, Hefley Business School, Brooklyn; Meyer Zinman, Abraham Lincoln High School; Maude Smith, Yonkers High School of Commerce, Yonkers.  
*Secretary-Treasurer:* A. A. Bowle, 270 Madison Avenue, New York.

**NEW YORK STATE TEACHERS ASSOCIATION  
Commercial Section**

*Zone Chairmen:* *Central:* W. L. Soper, Oxford High School, Oxford; *Long Island:* A. B. Scholl, Farmingdale High School, Farmingdale; *Northern:* Joseph Donovan, Tupper Lake High School, Tupper Lake; *Northwestern:* Frank Pender, Schroon Lake High School, Schroon Lake; *Western:* Bernard Shilt, Hutchinson High School, Buffalo; *South Central:* W. R. Farnsworth, Ithaca High School, Ithaca; *Southeastern:* James Turek, North Tarrytown High School, North Tarrytown; *West Central:* Harold M. Warner, Benjamin Franklin High School, Rochester; *Eastern:* Anne Quigley, Nott Terrace High School, Schenectady.

**NORTH CAROLINA**

**NORTH CAROLINA COMMERCIAL EDUCATION  
ASSOCIATION**

*President:* Clyde Humphrey, Western Carolina Teachers College, Cullowhee.  
*Vice President:* Ruth Chapman, Roanoke Rapids High School, Roanoke.  
*Secretary:* Josephine Shaw, Shelby High School, Shelby.

**Northwest District**

*President:* Clyde Humphrey, Western Carolina Teachers College, Cullowhee.  
*Vice President:* Bess Ivey, R. J. Reynolds High School, Winston-Salem.  
*Secretary-Treasurer:* Herman Moore, Senior High School, Greensboro.

**South Piedmont District**

*President:* Jennie Whiteside, Gastonia High School, Gastonia.  
*Vice President:* Virginia Duvall, Winecoff High School, Concord.  
*Secretary-Treasurer:* Elizabeth Whittington, Technical High School, Charlotte.

(To be concluded)



## TIME YOUR SPEED TESTS *as 7,000 Other Schools Do—* with a **GENERAL ELECTRIC INTERVAL TIMER**

● In more than 7,000 schools throughout the land, G-E Interval Timers are relieving teachers from the task of standing watch over classes during speed tests. These teachers now utilize their test periods to better advantage while this timer ticks off the seconds and automatically signals the end of any predetermined interval. As one enthusiastic user writes:

"We employ at present two typing teachers. Without this device, it would require one additional teacher to give the same amount of instruction. In an eight-period day, it saves at least two hours of a teacher's time through automatic timing of speed tests."

Your school, too, can profit through use of the G-E Interval Timer. It can be used to time periods from 15 seconds to 2 hours; a concealed alarm sounds when the time interval has elapsed. Can be set in advance and started by a lever when ready. The finish is black and chromium, in the modern motif; approximate dimensions, 4 x 5 x 2 inches.

Send the coupon now—today—for your Interval Timer. It will be mailed you immediately under a positive 10-day money-back guarantee.

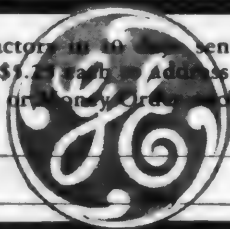
**GENERAL ELECTRIC X-RAY CORPORATION**  
2012 JACKSON BLVD. Branches in Principal Cities CHICAGO, ILLINOIS

Subject to refund if not satisfactory in 10 days. Send \_\_\_\_\_ Interval Timers at \$9.25 each to Address below.

☐ Ship prepaid (Check in Money Order enclosed). ☐ Ship C. O. D.

Name \_\_\_\_\_

Address \_\_\_\_\_



M-1

*When ordering your Interval Timer please mention the Business Education World.*

# KEY TO THE SHORTHAND PLATES

In the October issue of the Gregg Writer

## Flowers of Autumn

From "Kalends" of the Waverly Press  
Baltimore

(Annotated for use after Chapter Eight of the Manual)

Since time immemorial man has joyously welcomed the flowers that bloom in the Spring. Bards and poets of all<sup>20</sup> ages and periods of time have rhapsodized about them. And with reason! For Earth holds nothing like the sheer and<sup>40</sup> exquisite beauty of the lilies, the tulips, and the roses of Spring. They come to us with a budding, growing,<sup>60</sup> unfolding nature at a time when every living thing is attuned to the call of an awakening warmth;<sup>80</sup> all moving forward upon a flood tide and bearing the messages that life is immortal and that true beauty<sup>100</sup> can never die. No wonder it is that man sings of, praises, and welcomes the *messengers* who renew his hopes and<sup>120</sup> aspirations, and make his heart glad.

But what of the flowers that bloom in Autumn? What of their *brilliant* yellows, rich<sup>140</sup> golds, startling reds, royal purples, virginal whites, thought-inducing browns? And consider Autumn's favorite child, the<sup>160</sup> dahlia. Upon her, Mother Nature riots in *extravagance*. Not only does she bestow upon this favorite<sup>180</sup> all the primary *colors* of the rainbow, but in a masterful manner she scrambles the rainbow and adorns<sup>200</sup> her favorite with shades, nuances, and tones of *color* that no human artist can ever in anywise<sup>220</sup> approximate. The flowers of Autumn display all this beauty to a world growing torpid and languid in<sup>240</sup> preparation for Winter's chilling blasts. Have they not, too, a right to man's praise and thanks?

True, the flowers that bloom in the<sup>260</sup> Spring rush in upon us on a floodtide of renewed life, but let's not forget that the flowers blooming in the Autumn<sup>280</sup> stem an ebb tide of life receding. Have they no message for us? Do they not remain to cheer and comfort us<sup>300</sup> when their more beautiful, but far more fragile, sisters have *abandoned* man and sought shelter from the very first blast<sup>320</sup> that old Boreas exhales?

In early October, the flowers of Autumn hold royal court. Then zinnias, beloved<sup>340</sup> by our *grandams*, riot; chrysanthemums vie with *magnificent* dahlias; and all the hosts of the tribes of cannas,<sup>360</sup> marigolds, cosmos, and salvias stage a contest, the decision of which causes an *impartial* lover of<sup>380</sup> beauty to give up in despair. In late Autumn their beauty is like unto a crystal spring in the parched desert<sup>400</sup> or an open fireside upon a cold boisterous night; the

friendly charm is so greatly enhanced by the<sup>420</sup> *contrast* with their drab and *colorless* surroundings.

The flowers of Spring need not feel disparaged, much heralded though<sup>440</sup> they be, because of a *comparison* with the flowers of Autumn. Both are *supremely* beautiful! But is it not<sup>460</sup> true that the Autumn flowers are like unto rare friends? They visit us in a season of the year when we need them most. (480)

## Geisha Girl

By COURTNEY RYLEY COOPER

Reprinted in shorthand from the American Magazine by special permission of author and publishers.

(Continued from the September issue)

The Power Show—talk of it had been increasing of late. The exhibition<sup>160</sup> was only two weeks away now, a gathering in Chicago of a display by every railroad in<sup>180</sup> the United States of its crack engines, with a pageant of transportation from the days of the stagecoaches to<sup>200</sup> present-day speed kings. The man who went there from Omaha with his engine would be a local hero.

Already<sup>220</sup> Joe had seen some of the equipment pass through Omaha, often moving dead in a freight drag: tremendous<sup>240</sup> articulated four-cylinder engines; million-pound Mallets from the mountain regions; wrecking equipment, of which the<sup>260</sup> big hook or crane had been newly painted. The knowledge that he had said good-by to a chance to drive 9005<sup>280</sup> in such a parade galled him. He thought of the crowds, of the blaring bands—but suddenly he straightened. It wouldn't be<sup>300</sup> fair now to desert Geisha Girl. The next day he showed up with a pot of black paint, bought with his own money, and in<sup>320</sup> his odd moments began the transformation of her dingy cab.

A week passed, while Geisha Girl steadily evoked<sup>340</sup> more comment. She gleamed with the results of elbow work on ancient brass. Her bell sparkled from heavy polishing. But<sup>360</sup> there the improvement had ceased. An adversary had arisen in gray skies and soggy surroundings; rain had become<sup>380</sup> almost incessant. Farther south, the wheat harvest had halted. Trains ran late, owing to soggy track or weakened<sup>400</sup> trestles. Joe Bardwell, these days, was confined to the interior of his cab, listening to the caustic remarks<sup>420</sup> of his fireman and pretending not to hear as he tested valves for their steam-holding power or strove to devise<sup>440</sup> a way to

make that firebox door look less like the opening of an old-fashioned base-burner.

Work had increased<sup>1820</sup> considerably as calls came for more motive power. Conditions on the system were getting better. Only a<sup>1940</sup> day or so before, Joe had heard that much money was to be spent on advertising; the Vice President in Charge<sup>1860</sup> of Public Relations, another term for press-agentry, was making a tour of the system in search of ideas.<sup>1900</sup> Equipment continued to flow through for the exhibit in Chicago. It made Joe only more despondent:<sup>2000</sup> besides, Mary had said a few nights before that if any more telephoning was to be done, Joe must do it.<sup>2020</sup> Beyond that, No. 9005 had been ordered temporarily out of service. She was in the shop now,<sup>2040</sup> receiving her last polishing of brass and nickelplate, before her trip to the exhibition.

Another day<sup>2060</sup> went by, with black skies, flashing lightning, and rumbling thunder. The next was the same. Inactive, growling at the weather,<sup>2080</sup> Joe Bardwell sat in the cab of Geisha Girl; suddenly he brightened.

"If anybody yells for me, come get me<sup>2100</sup> at the roundhouse foreman's office," he commanded his fireboy, and hurried away through the rain.

He found Bill Nugent<sup>2120</sup> at his desk, with a well-dressed man sitting beside him. Before Joe could back out, the foreman asked him what he wanted.<sup>2140</sup>

"I was just thinking, sir, that if work's going to pick up a lot, we ought to run Geisha Girl in for a look at<sup>2160</sup> her grates."

"All right. Wait a minute and I'll talk to you."

Joe backed into a corner, vaguely wondering who the well-<sup>2180</sup>dressed man might be. Then suddenly he knew—and choked at his bad luck. A sleek private car had passed that morning, at the<sup>2200</sup> rear of the inbound Tri-State Limited. Vice presidents, as a rule, do not like being interrupted. Now the visitor had risen.

"All right, Nugent," he said, as if ending a conversation. "I think you're right. You tell the<sup>2240</sup> dispatcher that I'd like 7835."

The foreman looked at his watch.

"I looked for the<sup>2260</sup> dispatcher to call up before this. I'm all set for him; steam's up in both those hogs. Just saw the call boy; the crew's ordered<sup>2280</sup> for 12:10. But she'll probably run late from Harrisville. Soft track, they tell me."

Joe knew what was meant by "she"—the shop<sup>2300</sup> had been talking about it for several days; a short drag of flat cars running on passenger schedule and<sup>2320</sup> carrying historic railroad equipment of The West.

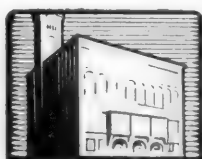
The Vice President in Charge of Public Relations sat down<sup>2340</sup> again.

"Tell you, Nugent," he said, "there's more to this Power Show than appears on the surface. If we're going to get<sup>2360</sup> traffic back from the busses, we've got to make railroads human—make people think of them more. Have stuff in the papers<sup>2380</sup> about engines and such; get the public railroad-conscious. Now—"

## MAKE YOUR Chicago VISIT A

*Real* *Pleasure*

Stay where successful men and women stay-on Michigan Avenue at the Auditorium Hotel where the gallant hospitality of the past meets the modernity of today. Enjoy the fine food—the large spacious rooms and the



convenience of its "edge of the Loop" location.

## AUDITORIUM HOTEL

MICHIGAN AVENUE  
AT CONGRESS  
STREET

GEO. H. MINK  
Manager

### RATES

WITH PRIVATE  
BATH

\$2.50

WITHOUT PRIVATE  
BATH

\$1.50

He halted. The telephone had rung. Nugent answered.<sup>2400</sup> A flood of broken sounds came through the receiver. The roundhouse foreman scowled.

"Where did you say it's at? Long Trestle? Right<sup>2420</sup> there at the Platte, eh?"

Again choppy sounds came over the wire.

"Well, why can't he back up to Harrisville, cut off his<sup>2440</sup> engine, run around his train on the passing track, push it up to the trestle and then kick the cars across, one at<sup>2460</sup> a time? Huh? Oh, that's right. Huh? Yes, Mr. Dobbs is here now."

He faced the Vice President in Charge of Public Relations.<sup>2480</sup>

"Jim on the 'phone—dispatcher's office. Extra 3032 is in trouble. The Platte's up."

"Extra—?" Mr.<sup>2500</sup> Dobbs swung out of his chair. "The Power Show train?"

"Yes. Trestle's shaky. That 3032 is a heavy<sup>2520</sup> old hog—weighs close to eight hundred thousand. The trestle won't stand her, the hogger says; just had the dispatcher's office<sup>2540</sup> on the wire. They want some light power to ease the cars over one at a time."

Dobbs rubbed at his temples.  
 "No need for<sup>2600</sup> that. Send another engine out of here. The crew can get the cars over one by one with crowbars. Then we'll pick 'em<sup>2600</sup> up on this side. Or, why can't 3032 kick 'em over?"

The roundhouse foreman spat tobacco juice and<sup>2600</sup> shook his head.

"There's one place where there's a stiff grade around here—starts about a quarter mile west of Harrisville and<sup>2620</sup> continues nearly a mile past the Platte. He'd have to get up too much speed to kick 'em over; it might send a car or<sup>2640</sup> two off the trestle. Jim's right; we need a light engine."

Joe Bardwell felt a strange thrill. His hands began to sweat. He started<sup>2600</sup> forward, only to force himself back into the corner. Bill Nugent turned to the telephone.

"How about that<sup>2680</sup> 2999? Huh? Well, what do you want—roller skates? No; only other one I've got is<sup>2700</sup> 1122, and she's on the pit with her drivers off." Again he looked up. "He says even<sup>2720</sup> 1122 is too heavy." Once more he bawled into the telephone.

"But listen, I ain't got<sup>2740</sup> anything else—"

He halted. Joe had come out from his corner.

"There's Geisha Girl!" he exclaimed.

"Wait a minute," the roundhouse<sup>2780</sup> foreman bawled into the telephone. Dobbs, the vice president, stared.

"What's the Geisha Girl?"

"Old wreck he fixed up," growled Nugent.<sup>2780</sup>

Joe Bardwell pounded the desk.

"But she isn't a wreck. She's all right. She's all right, I tell you!"

"What's she weigh?" asked Dobbs.

"Around<sup>2800</sup> one hundred and thirty thousand," said the foreman. "A teakettle that drifted down here from the old Grand Trunk." Again<sup>2820</sup> he turned to the telephone: "Say, Jim, we got that old 1491, Geisha Girl. But she<sup>2840</sup> only carries three and a half ton of coal, and she couldn't make no speed with a drag behind her."

Again Joe<sup>2860</sup> interrupted:

"There's a passing track this side of Long Trestle. Geisha Girl could bring the cars over—couldn't you follow<sup>2880</sup> up with a heavier engine to make the run in?"

The vice president blinked.

"That's an idea," he said. Then, abruptly,<sup>2900</sup> "We'll shoot on it. Have 'em put everything else in the hole."

"Mr. Dobbs says to put out a clearance and orders<sup>2920</sup> for 1491, and give her the railroad!" shouted Nugent. "Follow it up with the same<sup>2940</sup> for 7835. Better not double-head 'em." He waved a hand frantically at Joe. "How's<sup>2960</sup> your steam?"

"Pushing at the pops!" Bardwell answered. He was shaking.

"Then bring her up here. Tell your fireboy to shift over<sup>2980</sup> to 7835; Old Man Murray just went in the engine dispatcher's office. I'll grab<sup>3000</sup> him to run the 7835."

Joe paused at the door.

"Who'll fire Geisha Girl?"

"You will. I'll run<sup>3020</sup> her."

Then Bill Nugent streamed information into the telephone and Joe Bardwell hurried for his engine.

Some of<sup>3040</sup> the thrill had gone out of it for him—giving place to dullness. A possible hour of triumph had arrived for Geisha<sup>3060</sup> Girl and he could share in it only by poking coal into her. But at least she'd be a heroine—if she<sup>3080</sup> lived through this. (3082)

(To be continued next month)

## Tuffy's Vacation

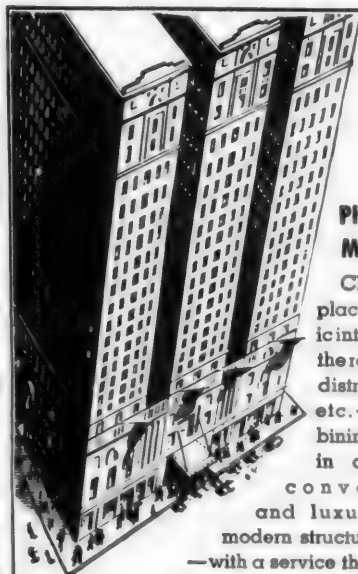
By DAISY M. BELL

J. Sterling Morton High School, Cicero, Illinois

(Written especially for use with Chapter Four)

Ted Coleman lived in the country. One day he gave his city cousin, Chester Miller, a curly water spaniel<sup>20</sup> pup, with dark reddish fur as soft as silk. Like all water spaniels, he had big floppy ears, and clumsy-looking paws.<sup>40</sup> Chester named him Tuffy.

Tuffy was a little rascal, full of pranks, and busy every minute pulling up<sup>60</sup> flowers, dragging off clotheslines, shaking shoes, slippers, and rubbers, and chasing the cats through the alley. When evening<sup>80</sup>



**Philadelphia's Modern Hotel**

Closer to more places... of historic interest—nearer the retail shopping district, theatres, etc.—and combining everything in appointments, conveniences and luxuries that a modern structure could offer—with a service that exemplifies Philadelphia's famed hospitality.

1200 OUTSIDE ROOMS  
 1200 MODERN BATHS  
 RATES FROM \$3.50

**The BENJAMIN FRANKLIN**  
 PHILADELPHIA  
 LARGEST UNIT IN UNITED HOTELS CHAIN

came, he had worked so hard he would fairly fall from fatigue. He had a roomy yard to play in, but that was not enough.<sup>100</sup> He wanted to visit the neighbors. Maybe they bought some cookies or doughnuts or sweet rolls for him, for he was<sup>120</sup> a favorite with everybody.

Often he would sneak off to school with the children, or take long tramps with them<sup>140</sup> through the woods, or go with them to the swimming pool, where they would play a game of tag in the water. Then there were the<sup>160</sup> ball games! Tuffy always went with Chester to the ball games and helped him eat the sweetmeats he had in his pockets.

As<sup>180</sup> spring came on, Chester's family began to feel that the city, even though a small one, was no place for a dog<sup>200</sup> during a long vacation. They were going to take Tuffy to the country. He could return in the fall. When Chester<sup>220</sup> heard about the plan, he was heartbroken. It was cruel and unfair to take Tuffy away from him. He could<sup>240</sup> not spare Tuffy! He needed Tuffy! But the family was firm. Tuffy must go to the country. He was a young<sup>260</sup> scamp and would be better off in the country, to say nothing of their being better off without him. Look at the<sup>280</sup> things he was doing all the time! Nothing was safe. Sofa pillows, drapes, rugs—all showed the marks of his teeth.

Chester was<sup>300</sup> so gloomy at the thought of vacation without Tuffy that he did not care to eat or play. Tuffy knew something<sup>320</sup> was wrong; so he had a heartache, too, and kept close to Chester to cheer him. Then the family, after much heated<sup>340</sup> debating, agreed that it might be a good thing to send both Chester and Tuffy to the country. They thought Chester<sup>360</sup> would get strong and rugged in the fresh country air. Every year he had yearned to go to the country for several<sup>380</sup> months, and here was his chance.

He and Tuffy in the country! What a lark that would be! Chester would daydream by the<sup>400</sup> hour of the things that he and Tuffy could do when they reached his cousin's place. They could roam at will through the long afternoons,<sup>420</sup> smelling the sweet clover blossoms and watching the big lazy horses plodding through acres and acres of rich<sup>440</sup> black earth, and dragging heavy machines that do the work of many men. They could roll on the grassy lawn, take long walks<sup>460</sup> together on the country roads, wade for hours in the clear creeks, and pick flowers on their wooded banks. Chester could eat<sup>480</sup> all the russet apples he wanted and have all the fresh milk he could drink. Then perhaps he and Tuffy could sleep<sup>500</sup> together on the broad back porch. Would that be great!

They could have good times and there was work he could do to help his uncle,<sup>520</sup> too. He could watch the poultry and keep them away from the road. He could bring in the eggs before supper every<sup>540</sup> evening, and weed the lettuce and radish and spinach patches every morning. He could carry the pails of<sup>560</sup> milk into the house, pick the apples, raspberries, and cherries, water the horses, bring the wood into the kitchen<sup>580</sup> every

day, and go to the grocery when something was needed in a hurry. That would give Cousin Ted more<sup>600</sup> time to help Uncle Ben with the heavier work.

Then there was the happy thought that he would not have to be dressed up<sup>620</sup> all the time. He could wear clothes that were too shabby to wear in the city. He wished school was over! He could hardly<sup>640</sup> wait! The time dragged heavily.

The day before school closed, Chester was packing his suitcases and Tuffy was there, too,<sup>660</sup> carrying off everything he could get, or tugging at Chester's shoestrings. In another day they would be on<sup>680</sup> their way.

Ted had fixed a cozy place under the back porch for Tuffy. From there the rogue could see the coops with the hens<sup>700</sup> and little chickens. Some day, when everybody was away, he would scatter these chickens and send them scurrying<sup>720</sup> through the yard; but the hens got after Tuffy and drove him yelping to his snug abode under the porch.

Tuffy<sup>740</sup> really behaved fairly well in the country. He was seemingly a docile dog, but Chester had to watch him<sup>760</sup> closely to keep him from getting in wrong with Ted's family. That would be tragic! Tuffy almost got into disgrace<sup>780</sup> several times. One day he dragged Lucy's doll all over the place, and another time he was caught digging up<sup>800</sup> the pansy bed.

All through the long vacation Chester and Tuffy grew hardy, playing and working, eating and sleeping.<sup>820</sup> When they returned to the city, it could easily be seen that their recent experiences in the country<sup>840</sup> had made them healthy, happy, and better-mannered. (849)

## A World of "Differences"

By Josephine Hammond

A sketch embodying every Brief Form in the system.

*A most excellent reason for liking a thing is that it is our own. "Learn English from an American? I<sup>90</sup> should say not! My dear, think of their terrible accent," a European friend recently remarked; and while, of course,<sup>10</sup> every person probably has his personal opinion of the weak Southern drawl or the strong Western twang<sup>60</sup> from every part of the country there would come a respectful defense for each American's particular<sup>80</sup> treatment of such words as necessary, experience, yesterday, and the like.*

*Travel is definitely a<sup>100</sup> great education; it makes one aware of the beauty of other lands under the sun. Nevertheless, it is<sup>120</sup> bound also to change some small situations into problems of no little character. For instance, were you a<sup>140</sup> newcomer in a Swedish community, would you follow the American form of waiting for your neighbors<sup>160</sup> to make a friendly call? If you did, you would complain soon, wondering why the progressing weeks*



found you still a<sup>180</sup> stranger, for there, as in Germany, the entire community agrees that the foreigner shall come first to make<sup>200</sup> their acquaintance, and then not after luncheon, as is our habit, but on a Sunday morning at eleven-thirty.<sup>220</sup> If the visit be acceptable to all, it will be returned correctly during the next eight days. Again<sup>240</sup> it may be altogether well for us to greet our guests immediately upon arrival at our house, but<sup>260</sup> one is not long in Sweden without perfect proof that such haste is seriously considered bad manners. The caller<sup>280</sup> therefore respectfully waits for fifteen minutes in the room where the servant has directed before his presence<sup>300</sup> is acknowledged by the hostess, and his visit must end in another half hour.

Throughout China favor was<sup>320</sup> never won by our expression, "How young you are looking these days." Proper respect requires skill in various ways<sup>340</sup> of saying, "It gives me pleasure to see how very old you appear"; and, "I can truthfully believe you are twice<sup>360</sup> that age," is a thoroughly kind reply. If a Chinese serving boy wishes to determine whether he<sup>380</sup> may go into a bedroom, the most completely satisfactory system for being sure, according to his<sup>400</sup> rules for thinking, is to inspect the keyhole. Never could he suppose that anywhere in the world this practice would<sup>420</sup> ever cause any question.

A full two hundred miles from a railway in China, the home of an important American government official came to the point of a great tragedy directly through his love of medicinal<sup>460</sup> soaps, his use of screens and mousetraps. This officer's future position would stand or fall on his immediate<sup>480</sup> success in purchasing a big piece of land on which a foreign office was to be built. Other government<sup>500</sup> agents had previously been unable to make a suggestion of a start and newspapers at other<sup>520</sup> capitals had told of the difficult task. Over and over complaint had been made that it was impossible to<sup>540</sup> get any response from the natives and none was wise enough to strengthen the foreign organization. The work<sup>560</sup> had each time been stopped.

Therefore the new officer was working with much care to carry out arrangements. He had, as<sup>580</sup> usual, thorough confidence in the value of his dollar to satisfy the people, but that was a real<sup>600</sup> mistake. An occasional offer of money meant nothing. Knowledge to the letter of all ways to please the<sup>620</sup> powerful governing prince had to be collected. In order to secure territory peacefully there, it<sup>640</sup> was found that the purchaser must become a citizen. Such a state was not instantly effected.

First, the buyer<sup>660</sup> must receive in his right arm five drops of blood from the arm of the witch doctor appointed by a committee<sup>680</sup> of villagers. Now with local blood in his body, he is given a new name and must be schooled in the whole catalogue<sup>700</sup> of provincial address. In a business deal it is not possible to inquire, "What do you want for that<sup>720</sup> land, I wish to buy it," and then remit the price. You must always ask first regarding the health of the owner's ancestors<sup>740</sup> and listen as he acquaints

you with the list of his relatives, those living and dead. Further deference<sup>760</sup> you are obliged to pay this individual's influence among his neighbors; his great age, you must explain, insured<sup>780</sup> excellence of judgment, and the good spirits of his ancestors could be clearly seen by the special consideration<sup>800</sup> allowed him in his village. Having given sufficient time and effort to speaking of the quality<sup>820</sup> and quantity at his age, ancestors, and children, reference may then be made to the nature of the business<sup>840</sup> at hand.

To buy land from a prince set a record for regular preliminary speeches. Approximately<sup>860</sup> three thousand relatives this particular ruler had, it rather seemed to the American as he went<sup>880</sup> from subject to subject until the large number of desirable details in the etiquette book had been covered.<sup>900</sup> Thanks to especial industry and patience, these difficulties were met successfully and he returned to<sup>920</sup> his home to take stock of his progress and then tomorrow to prepare for the final rite before arranging to<sup>940</sup> put to the prince the purposes of these moves. Now was his opportunity to invite the prince to dinner; he<sup>960</sup> must bring also a great company of people, different public officials of the province must be present.<sup>980</sup>

At all times the servant of all importance in a household in these distant places has been the cook; more especially<sup>1000</sup> when a prince was coming to dinner. This cook had been trained by his mistress to satisfy as nearly as<sup>1020</sup> possible her American principles of cooking, but far above all did the cook know how to please the native<sup>1040</sup> taste and give insurance against offending any of their beliefs. Gentlemen in the Orient employ<sup>1060</sup> several servants, not as a matter of luxury, but to enable them to live without the modern improvements<sup>1080</sup> we here find in every home. We can press a button for light, turn a faucet for water, but they must<sup>1100</sup> have a woman to fill the lamps, a girl to sweep the floor, and a trusted man to send to the far away market<sup>1120</sup> for merchandise and mail. For every servant an exiled American has, we here at home have ten such helpers<sup>1140</sup> where water and light do our bidding at a touch.

This cook could excel all others together in quickness of<sup>1160</sup> learning. Often his mistress found him advertising his knowledge by taking advantage of a slow though dutiful<sup>1180</sup> servant, while endeavoring to educate him. Of course he couldn't be made to believe that behind his own<sup>1200</sup> mountains lay an ocean, or to imagine a horseless car, but he could be responsible for keeping the mice<sup>1220</sup> out of the flour bin. Yes, sir, and without killing them, either. All life, insects and small animals in particular,<sup>1240</sup> is held sacred, for such objects might envelop the spirits of ancestors gone long ago from this world. He<sup>1260</sup> had gladly learned to write a few simple words, but to believe the report about communication by wire across<sup>1280</sup> great spaces was too much to expect and he would beg to be excused from crediting such a mistaken representation<sup>1300</sup> of facts.

Better than all else the Americans there preferred

the biscuits he *delivered* the family<sup>1820</sup> each morning. Try as they would, all the foreign women *whose* training would *suggest* greater success, failed to achieve<sup>1840</sup> this cook's perfection. "Let us in on your secret," they asked. "How does our baking *differ* from yours," and then one lady<sup>1860</sup> *gave* him a rough *draft* of her method. "Oh, I *am* so sorry," he explained *between* demonstrations. "You *got* *enclose*<sup>1880</sup> bread dough in sheet, keep it warm by your *side* in *bed* all *night*, then in morning bake."

Mr. Brown *says*, *referring* to<sup>1400</sup> the dreadful day the Prince came, that he is *confident* the cook's sullen temper *dated* from the *receipt* of a *shipment*<sup>1420</sup> of Flit, the Standard Oil's *improved* *answer* to insects. The boys about the house were taught to use it, not knowing<sup>1440</sup> what it accomplished, and its *acceptance* was in *general* *already* quite secure, *till* the cook's *attention* was<sup>1460</sup> called to it. The odor confirmed his belief. The insects would die: the gods would send no rain. He *communicated*<sup>1480</sup> his fears to his fellow workers and *charged* them to use it no more. The flies prospered and the rain fell.

The morning of<sup>1600</sup> the great dinner there arrived the messenger with mail and boxes from the coast. He was making *delivery* of<sup>1620</sup> the *correspondence*—the usual queer *invoices* (these Chinese merchants do not need to keep books *because* they<sup>1640</sup> *remember* like accounting machines), when the cook's sharp nose sent him to inspect a box full of smooth squares with a color<sup>1660</sup> *corresponding* to soft red clay. When the family finished reading the mail, *copying* notes from *published* reports,<sup>1680</sup> sending *remittances*, and *organizing* the work for the day, it was high time to dress for dinner. This they did<sup>1690</sup> with nervous pleasure. Success was at hand, but not assured. The dinner was ready, but not served, the house silent *except*<sup>1620</sup> for the *bill* and *coo* of the yellow birds. Going over and over his part of the greeting, the host awaited<sup>1640</sup> his guest. But where were the servants? Not one could be found. The serving man nearby was *forced* to *tell*: "It was the terrible<sup>1660</sup> American odor," he *regretfully* confessed. "They couldn't stand it, and when that awful box of red<sup>1680</sup> cakes came, they gave up and had to leave," said he, pointing to the treasured box of soap. (1,694)

## The Part You Play

From the "San Francisco Bulletin"

The success you may attain depends upon the part you play in the work you start out to do.

In considering<sup>20</sup> this subject we find two kinds of individuals in the world. Those who drift and those who sail. Those who choose the port<sup>40</sup> to which they will go and shape their course across the sea with the wind or against it, and those who let winds and tides carry<sup>60</sup> them where they will.

Men or women who sail in due time arrive. Those

# GET IT RIGHT

By John B. Opdycke

This volume aims to solve authoritatively every problem that the user of written English is likely to encounter. It is an all-embracing treasury of correct English usage in twenty comprehensive chapters that treat

Abbreviations	Minutes -
Alphabetizing -	Reports -
Filing -	Citations
Indexing	Newspaper Copy
Capitalization	Numerals -
Direct-by-Mail	Notations
Copy	Petitions -
Figures of Speech	Proclamations-
and Related	Resolutions
Terms	Pluralization
Grammar	Proof-reading
Italics	Punctuation
Letter Writing	Spelling
(Two Chapters)	Telegrams
Library Self-	Word Study
Service	

The word lists are especially complete and up-to-date. The two chapters on business correspondence alone would fill an ordinary book. The whole is alphabetically arranged and thoroughly indexed, so that one can turn instantly to any subject. It is worthy of a place in every office, school, college, and home—on the desk of every secretary, stenographer, typist, and correspondent.

704 Pages. Illustrated. \$3.50;

by mail, \$3.64

**FUNK & WAGNALLS  
COMPANY, PUBLISHERS**

354-360 Fourth Avenue

New York, N. Y.

Endorsed by The Gregg Publishing Company

# 25,000 WORDS

Spelled, Divided, and Accented

By Louis A. Leslie and  
Charles Earle Funk

In nine cases out of ten when you go to a dictionary, it is to find out how to spell a word or how to divide it at the end of a line. This book was devised as a short cut for nine of those ten dictionary trips.

Because it concerns itself only with spelling and syllabication, it can safely omit unnecessary words of two classes—thousands of short, easy words that present no conceivable spelling difficulty, and the many archaic, obsolete and obsolescent words included in the ordinary dictionary only for the sake of lexicographical completeness. Therefore, because of careful selection, the present list of 25,000 words represents the *useful* part of an ordinary dictionary vocabulary of twice that number. Restricting the list to the words *actually needed* by the user of the book makes these words easier to find. Moreover, it has made it possible to employ large, readable type and, at the same time, to keep the book itself down to a small and very handy format.

"25,000 Words" should prove an indispensable desk book for the stenographer, student, and writer.

Price, \$1.00; by mail, \$1.10

**FUNK & WAGNALLS  
COMPANY, PUBLISHERS**

354-360 Fourth Avenue

New York, N. Y.

who drift often cover a greater distance<sup>80</sup> and face far greater peril, but they fail to make the port of their desire.

The individuals who sail know where<sup>100</sup> they want to go and what they want to do. They do not wait on luck or fortune or favorable currents. They depend<sup>120</sup> upon themselves and expect no help from circumstances. They study the chart before them with great care and guide<sup>140</sup> their ship with reason.

No one ever became great by a miracle. We get what we pay for in character, work, and<sup>160</sup> energy. There are few really worthwhile things which we cannot get if we are willing to pay the price.

There are too<sup>180</sup> many who fail because they are not willing to pay the price for obtaining what they want. They are not willing to<sup>200</sup> work hard enough, to prepare thoroughly enough, to put themselves heartily into what they strive to accomplish.<sup>220</sup>

The thought we would express, then, is this: The only road to advancement is to do your work so well that you are always<sup>240</sup> ahead of the demand of your position. Think ahead of your work, your work will push your undertaking for<sup>260</sup> you. If you are engaged in an undertaking at a salary, you will go on up in your work only as<sup>280</sup> you decide yourself. It is through your own efforts that you will go up.

It is as true today as it ever was<sup>300</sup> that the world owes no man a living. It is up to you all of the time to make good. It is the part you play and<sup>320</sup> the way you play it that counts. (325)

## The Stubborn Goat and the Silly Goatherd

*From "Basic Fables," issued by Hollingsworth & Whitney Company, manufacturers of Basic Bond*

According to Aesop, a Goat one day strayed from the herd and the Goatherd in charge was having plenty of trouble<sup>20</sup> persuading the stubborn fellow to rejoin the herd.

He whistled and he called and he shouted, but all to no avail.<sup>40</sup> Finally, he picked up a stone and flung it at the Goat. His aim being quite good, the stone struck the Goat's horn and<sup>60</sup> broke it off.

Alarmed then at the thought of what his master would say, the Goatherd entreated the Goat not to betray<sup>80</sup> what had happened. But the Goat replied, "Don't be foolish, sir. My broken horn will tell the whole story to your master,<sup>100</sup> even though I do not utter a word."

"Facts speak plainer than words."

(Seeing is believing.) (116)

## October O. G. A. Test

All of us, both young and old, are groping in the dark sometimes, striving to reach out and grasp the next rung on the ladder<sup>20</sup> of success. If we are

on the lower rung, we do not want to become discouraged. We should bear in mind that<sup>40</sup> the man higher up is just as prone to fret as we are.

Now make note of this: There is not any top rung to that<sup>60</sup> ladder. We think that there is because the top extends so far out of our reach that we cannot see it within the<sup>80</sup> range of vision of the ordinary eye. But the man who is higher up in the scale of life is no happier<sup>100</sup> by virtue of his position. To be happy is not a matter of success; it is in the yearning and<sup>120</sup> striving for things that we are happy. (126)

## Actual Business Letters

Mr. A. H. Hassinger

339 Walnut Street

North Canton, Ohio

Dear Mr. Hassinger:<sup>20</sup>

Remittance has not been received for the balance of the premium on the policy which you hold with the<sup>40</sup> Company. There is no grace period for payments of extended premiums and the policy is now inactive.<sup>60</sup> You intended to prevent this situation when you applied for the extension.

There is no way in which<sup>80</sup> an investment in a policy with an Old Line Legal Reserve Company, such as the Central Life, may be<sup>100</sup> lost, except by discontinuing the premium deposits before the contract is completed.

It may be<sup>120</sup> that this matter has been overlooked or possibly something has occurred to delay your mailing payment. Regardless<sup>140</sup> of what the reason may be, you will surely wish to make arrangement for paying the balance now. The certificate<sup>160</sup> may be completed and returned with your remittance in the enclosed envelope.

With best wishes, I am<sup>180</sup>

Very sincerely, (184)

Mr. Charles Edwards,  
1427 North Adams St.

Seattle, Washington.

Dear Mr. Edwards:<sup>20</sup>

In reply to your letter of September 24, we advise the present loan value of your policy<sup>40</sup> is \$566.15.

The enclosed blank loan note may be filled in for any amount not<sup>60</sup> in excess of these figures, signed by yourself and returned with the policy, which is required as collateral<sup>80</sup> security during the term of the loan. The transaction will then be completed and after deducting<sup>100</sup> interest charges at the rate of 6% per annum to February 18, 1936,<sup>120</sup> the anniversary date of the policy, Company's check will then be forwarded covering net proceeds.<sup>140</sup> Receipt for the policy will also be furnished.

If necessary this loan may be renewed by payment of<sup>160</sup> interest charges and can be paid in full or in part at any time. Any payment received while interest<sup>180</sup> charges are paid in advance, will be credited with the unearned interest.

Yours very truly, (197)

American Life Insurance Company,  
Albany, New York.

Gentlemen:

I consider your proposition<sup>20</sup> very fair indeed. Therefore, I am enclosing both policy and note in accordance with your instructions.

Thank<sup>40</sup> you for this consideration.

Sincerely yours, (49)

## Funny Stories

### No Question About It

Merchant: Do you think you know enough to assist in the store?

Boy: Know enough? Why I left my last place because the<sup>20</sup> boss said I knew more than he did! (26)

### He Did Know Shorthand

"Willie," asked the teacher, "can you tell me why Thomas Jefferson wrote the Declaration of Independence?"

"Because<sup>20</sup> he couldn't afford to hire a stenographer, I guess." (31)

### Standing On His Record

Judge: Speeding, eh? How many times have you been before me?

Speeder: Never, your Honor. I have tried to pass you on<sup>20</sup> the road once or twice, but my bus will do only fifty-five. (31)

### An Old Salt's Yarn

The boat was sinking. The skipper rushed up to a crowd of frightened passengers. "Who among you can pray?" he asked them.<sup>20</sup>

"I can," answered a minister.

"Then pray, mister," ordered the skipper. "The rest of you put on life preservers. We're<sup>40</sup> one short." (41)

### Why Not?

"She has a very magnetic personality, hasn't she?"

"Yes, everything she wears is charged." (18)

### Visionary

He: I have never seen such dreamy eyes.

She: You have never stayed so late before! (14)

### A Trick that Backfired

It was lunch hour, and Pat had gone home without his coat. His two buddies, deciding to play a joke on him, drew the<sup>20</sup> features of a donkey on his coat. In due time Pat returned and scowled at the chalked coat.

"What is wrong?" inquired one of<sup>40</sup> the culprits indifferently.

"Nothing," replied Pat, "Only I would like to know which one of you wiped your face on<sup>60</sup> my coat." (61)

### Sweet Charity

"Will you give ten cents to help the Old Ladies Home?"

"What! Are they out again?" (13)